A

GEOGRAPHICAL MAP

OF THE

ENGLISH LANGUAGE

The Green *marks the English language, the* Red *the Anglo-saxon in Europe and its probable origin in Asia. the* Yellow *shows the kindred Gothic languages, of which the English and Anglo-saxon are members. the* dotted line *marks the course of the English language on the Earth. the* Lake *marks the French, and the* Blue *the Latin and Greek.*

THE AMERICAN SYSTEM OF EDUCATION.

A

HAND-BOOK

OF

ENGLISH ORTHOGRAPHY,

EMBRACING THE CHOICE

GOTHIC, CELTIC, FRENCH, LATIN, AND GREEK WORDS

OF THE

ENGLISH LANGUAGE,

ON THE

Basis of the Hand-Book of Anglo-Saxon Orthography.

IN THREE PARTS.

FIRST PART.—THE MATERIALS OF THE ORTHOGRAPHY.
SECOND PART.—STUDIES IN THE ORTHOGRAPHY.
THIRD PART.—ENGLISH ETYMOLOGY.

"Whereas our tongue is mixed, it is no disgrace."—*Camden.*
"We received from the Normans the first germs of Romantic poetry."—*Campbell.*

BY

A Literary Association.

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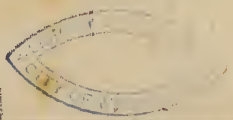

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By James Scott and John L. Chapman,

FOR A LITERARY ASSOCIATION,

In the Clerk's Office of the District Court of the United States for the Southern District of New-York.

DR. WISDOM

ON THE

GOTHIC, CELTIC, FRENCH, AND CLASSIC ELEMENTS OF THE ENGLISH LANGUAGE.

The address of Dr. Wisdom on the Anglo-Saxon part of the English language produced no ordinary sensation in the country. It brought rich mines of thought to view. Teachers and trustees vied with each other in carrying out the plans which the Doctor suggested in it. The ministers of the gospel aided the common enthusiasm on the subject, and gave themselves to investigation and effort. The feeling, every where manifested, was somewhat like that which a man feels when he visits, after a long travel in foreign parts, his native country and paternal home. So Professor Cadmus informs the Association.

After the feeling had somewhat subsided, there was a common desire to hear Dr. Wisdom on the other elements of the English language. Let us see, said they, how they were engrafted on the Anglo-Saxon. Let us see the English language in the origin, engrafting, resemblance, and growth of its several parts. These feelings were soon gratified. The Doctor cheerfully acceded to their wishes, and addressed them on the Gothic, Celtic, French, and Classic elements of our language.

OUTLINE OF THE ADDRESS.

Gentlemen, said Dr. Wisdom, I am happy to meet you here this evening. You have honored me almost too much by the respect paid to my views and suggestions. Rather let me say, you have honored both me and yourselves in honoring the Anglo-Saxon part of our language—our mother-tongue.

Gentlemen, allow me to refresh your minds by a reference to my last address. The topic must ever be dear to those who speak the English

language. You agreed with me in that address that the ANGLO-SAXON is the basis of our language—the *stock* on which the other elements that compose it have been engrafted. These elements, you wish to know. You desire a knowledge of their engrafture.

The desire, gentlemen, is alike natural and honorable. You would not willingly be ignorant of the rich armory of English speech? You would not be coldly indifferent to the sources from which you have received such rich and varied instruments of thought? You wish to become acquainted with the contributions which have ennobled the English language and made it the glory of the earth.

I would not, gentlemen, unduly elevate our native speech. And yet, I must praise it. Like the American nation, it gathers to itself the elements of power from the four quarters of the globe. It is the asylum of free thought and song. Its various elements are points of union between it and all other languages, and hold out a fresh promise of readily Anglicizing the mind of the world.

But your wish, gentlemen. I return to it. And yet, I can only gratify it in part. This address is designedly too general and popular in its character to meet fully your wishes. It will serve, perhaps, as a finger-post on the cross-ways of thought, and thus fulfil its mission.

I mention the GOTHIC element first. Next to the Anglo-Saxon, it claims our earliest attention. It embraces words from the German, Danish, Swedish, and Norwegian languages. As early as A. D. 787, the people speaking these languages began to make inroads upon England. Conquest brought them to the shores of Albion. War first engrafted their speech upon the Anglo-Saxon stock. Now, gentlemen, it is to be remembered that all these tongues are sisters to the Saxon speech. There was a time when this speech was understood in Central and Northern Europe. But time, culture, climate, new scenes and pursuits, have altered their features. The ancient Goths occupied the island of Gothland and the shores of the Baltic. They lived in contact with our Anglo-Saxon forefathers. They formed the second migration from Asia into Europe about thirteen hundred years before the Christian era. The words from this source relate chiefly to war, common life, and sensible things.

The Celtic element of our language is small, and was received from the Celts—tribes that formed the first migration from Asia into Europe. This occurred about fifteen hundred years before the Christian era. They settled in Spain, Gaul, and Great Britain, but were doomed to yield in every place to the Gothic tribes. They live still in their descendants in France, Wales, Scotland, and Ireland. The words from this source are few in number.

Some of them have been retained from the ancient Celtic language; others have come to us through the Latin. Some are common to the Celtic and Gothic tongues; others still are of late introduction, and have been received from the Welsh and the Gaëlic of Scotland and Ireland. They refer chiefly to common life, religion, and rude art.

The French element of our language is quite respectable. It was introduced at the Norman Conquest, A. D. 1066, at which period, it became at once the language of courts, colleges, and official life. It was spoken in England till the time of Edward the Third, A. D. 1327. From that time Anglo-Saxon dates its supremacy. But it retained many French words; and since then, has received many more through the agency of commerce, manufactures, and the arts. They refer mainly to law, taste, and fashion.

The Classic element of the English language, embracing words from the Latin and Greek, is of great importance. A few words from this source were received in connection with the conquest of Britain by Cæsar, 55 B. C. During the Christian Anglo-Saxon monarchs, many words were introduced. These referred to the affairs of the Church. A great accession took place at the revival of learning, or about the time of Henry the Eighth. Since this period, the learned have swelled the number to thousands. The work is still progressing. Classic words seem to have a charm for educated mind. Looking over the words from this source, we find that they refer to religion, law, arts, and sciences.

These are the main elements of our language. Gentlemen, would you ask why we should study them? Why? Oh, it is pleasant to know our ancestry! It must be agreeable to be made acquainted with *exotic words* as well as exotic plants! Such knowledge is valuable. It is history and philosophy. *Words are records,* and form the true history of a people—their autobiography. *Words are philosophy.* Inquiring into their origin, uses, and changes, we see the visible workings of the soul: we trace the progress of a people in knowledge, manners, and the duties of life. More than this: studying them in groups under the leading divisions of thought, we have an opportunity of seeing the character and civilization of the Anglo-Saxon, Gothic, Celtic, French, and Classic nations. "Language is not made, but grows." "The heart of a people is its mother-tongue."

Let me conclude this address, gentlemen, in the words of the eminent Grimm. Speaking of the English language, he says: "It possesses, through its abundance of free medial tones, which may be learned indeed, but which *no rules* can teach, the power of expression such as never perhaps was attained by any human tongue. Its altogether intellectual and singularly happy foundation and development has arisen from a surprising

alliance between the two noblest languages of antiquity, the German and Romanesque—the relation of which to each other is well known to be such, that the former supplies the material foundation, the latter the abstract notions. Yes, truly, the English language may with good reason call itself a universal language, and seems chosen, like the people, to rule in future times in a still greater degree in all the corners of the earth. In richness, sound reason, and flexibility, no modern tongue can be compared with it, not even the German, which must shake off many a weakness before it can enter the lists with the English."

THE LITERARY ASSOCIATION TO THE READER.

THE Literary Association, relying on the Address of Dr. Wisdom, was about to commit the third Hand-Book of English Orthography to the care of the public, without a word of introduction, when it occurred to them that some questions would arise in the mind of the reader, which should be anticipated.

The Plan of the Work. The plan of the work is, in the main, that of the other Hand-Books. The work is divided into three parts: the FIRST embraces the MATERIALS of the words of Gothic, Celtic, French, Latin and Greek origin; the SECOND, their application in the FORMATION and *use* of such words; and the THIRD, their etymology, so far as to trace the engrafted elements to the Latin and Greek, and thence to their origin in nature. The same topics are presented, but handled more fully. In pursuing this course, the Association was influenced by the importance of a judicious *repetition*, and the advanced state of the pupil, which demanded a more thorough treatment of the whole subject.

The Variations from the second Hand-Book. In some cases, the Association has seen fit to vary the general plan. There is more system introduced. The terminations, suffixes and prefixes, from the various languages, are presented together, and, as far as possible, arranged in classes. This last feature is one of much interest, and will render the study of the materials of orthography more agreeable and prosperous. The law of mind, by which the child picks up nouns first, then adjectives, and afterwards verbs, is given in full. According to this plan, three exercises will complete each study, and furnish the child with the most desirable words in the language on each topic of thought, and in the order in which they enter into the structure of sentences.

THE CLAIMS OF THE WORK? This third Hand-Book has some original and substantial claims. They are presented in the following particulars:

1. The child is naturally introduced to the study of English Orthography. In this introduction, he is led to see its relations and extent. The field is surveyed and bounded.

2. The mixed character of English Orthography is noticed and explained. The words of Gothic, Celtic, French, Latin and Greek origin, although naturalized, retain much of their national form and structure. See p. 17.

3. The engrafted elements of the English language, consisting of the different national groups of words just mentioned, are carefully estimated. Their history is given. See p. 18, etc.

4. The elements of orthography are pointed out and defined. Such are the sounds and letters of the English language; syllables, accent and quantity. See pp. 33, 39, etc.

5. The subject of etymology is presented fully. The attention of the reader is called to its two forms: the *historic* and *philosophic.* They are illustrated. In addition to these, great care has been bestowed on the subject of English etymology. Simple guides are furnished, and the nature of the inquiry clearly stated. This is a point of interest. See p. 44, etc.

6. The subject of *double letters* has been examined. The doubling forms no part of the spelling of such words as *robber, batter, mapping.* It is an *organic necessity.* See p. 92.

7. The terminations are separated from suffixes proper. Their office is to express the *relations* of words. See p. 52.

8. The suffixes have been investigated anew. Their national origin is indicated. They are grouped under the things for which they stand. Their form is made more simple, and their number greatly reduced, by distinguishing between the true suffixes and the letters that connect them with the radical words. See p. 56.

9. The prefixes have been reduced to system. They are classified, and all referred to *motion and rest in place and time.* This feature is full of interest. See p. 73.

10. The relations of suffixes and prefixes to the radical word and to each other are noticed. Radical words are the *seeds* of language. The prefixes represent their *relations* in *place and time,* and the suffixes furnish a *history* of their *growth.* See pp. 72, 87.

These are the prominent features of the First Part. The Second Part has some additional claims to attention. They are presented in the following particulars:

1. Some seven thousand words, from the various sources from which our language has enriched itself, are arranged under the various topics of thought—a ready and rich vocabulary for each subject.

2. These words are defined. As far as practicable, the primary meaning is given, and then the secondary.

3. They are arranged in families. The radical word is given in full, and

in connection with it, the suffixes and prefixes by which the child constructs the derivatives for himself.

4. They are divided into three great groups—nouns, adjectives and verbs. In this division they are presented in connection with each topic, and in accordance with the laws of the mind. The three necessary parts of a sentence are furnished.

5. They are arranged under the names of the nations from which they have been received. By this arrangement, we are able to see at every step where the old Saxon was rich and where it was poor. It forms a sort of history.

6. They are also disposed under the things to which they relate. The child, by this disposition, not only acquires a ready and fine assemblage of words for every topic of thought, but also an excellent method of thinking—he passes methodically through the domain of language and nature.

The THIRD PART presents the study of English words in a new and natural light. They are referred to their origin in nature. This is their philosophic etymology. The organ of speech gives forth the word. But on examination, it has been found that this organ is acted upon by the other organs of the body, by things without us and the soul within us. *All these aid the organ of speech in shaping voice into words.* This *discovery* has led the Association to group the radical words of our language under the *bodily organs* and *things in nature* that gave rise to them. By this arrangement, the pupil *finds the study of etymology to be the study of the actions of his own bodily organs.* In the beginning of the Third Part this is explained. See p. 300, etc.

The Words in the Collection. The words in the third Hand-Book amount to over SEVEN THOUSAND. In selecting them, the Association was guided by the wants of the mind, and the requisites of good taste. Technical terms are sparingly introduced. These will be best learned in connection with the arts and sciences to which they belong. Long abstract terms have been commonly excluded. *Economy*, as well as good taste, led the Association to overlook them, and select words more portable and effective.

The National Origin of the Words. The words, in the collection, are referred to their national origin. In making this reference, the Association experienced at first no ordinary difficulties. The word, it was evident, could be traced back to the Greek, perhaps to the Sanskrit. Where should we stop? *At that language from which we directly received it.* But how was this point to be determined? By two principles—the FORM of the word, and the HISTORY of the word. *Father*, for instance, could not be received directly from the French or Latin, because its form has not the closest resemblance to the

French père or the Latin pater. *Language*, on the other hand, is referred at once to the French, and not to the Latin, because its form is agreeable with the French *langage*.

THE MODE OF STUDY? The mode of study is the same as that pointed out in the Hand-Book of Anglo-Saxon Orthography. The Instructions may be recited in *oral or written analyses:* the Studies may be recited in *oral or written exercises*, in which the child shall *fill up* all the blanks, *pronounce, define* and *use* each word in the exercise. A model and complete exercise is furnished for the guidance of the child. See p. 111.

Wherever it is practicable, the primary meaning should be given; as, *insult, to leap upon.* This being done, the child is prepared to understand the secondary meaning; as, *insult, to strike against, to hurt by act or word.* In furnishing the primary meaning of words, the Literary Association have avoided all display of Latin and Greek roots, in the SECOND PART, feeling that at this stage they would only perplex the mere English pupil, while they could be of little use to the Latin and Greek scholar.

The Difficulties of the System and Plan of Study? The difficulties attending the introduction of the Hand-Book into any school must be imaginary. The system is practicable any where: the plan is an economy of time. The writing of the exercises on slates, or in blank books, engages the attention, and forbids an afflictive ennui. It secures a correct orthography. The recitation is full of interest. It is at once an exercise in reading, pronunciation and composition. Interest waits upon it. As one child after another is called up and reads a part of the exercise, the instances of the use of the words keep up a lively attention to the end. The progress is rapid.

THE RESULTS OF THE THIRD HAND-BOOK? The results of the third Hand-Book must be desirable. Studied according to the plan laid down, the child will have a fine knowledge of the *engrafted* elements of our language, and a pleasing method of thinking. Words, and what they stand for, will be intimately united, and all that pertains to their orthography, will be understood. The materials of sentences, nouns, adjectives and verbs, will be at hand, duly disposed under the leading topics of thought.

Combining these results, with those arising from the study of the Hand-Book of Anglo-Saxon Orthography, the child will be well furnished with the materials of a rich and ready language. More than TWELVE THOUSAND ELITE WORDS will be subject to his will. And yet, the study of words is not complete. A HAND-BOOK OF SYNONYMES, based on the same principles, and embracing a *critical view* of the orthography and *history* of words, remains to be taken up, and then the verbal study of our native language will be sufficiently thorough for almost any department of life.

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FIRST PART.

THE MATERIALS OF THE ORTHOGRAPHY.

HAND-BOOK OF ORTHOGRAPHY,

EMBRACING THE

GOTHIC, CELTIC, FRENCH, AND CLASSIC WORDS OF THE ENGLISH LANGUAGE,

ON THE

BASIS OF THE ANGLO-SAXON.

INSTRUCTION I.

ORTHOGRAPHY.

ORTHOGRAPHY, as the name imports, treats of *the correct writing of words.* Its aim is to make articulate sounds visible, and teach by letters what is taught by sounds. The eye is made to accord with the ear, and convey the same information to the soul.

Orthography, as such, is an important branch of knowledge. It was brought into notice with written language. While language was only spoken, there was no need of it. The child caught the word by ear, as he caught a strain of music, and repeated it in happy imitation. But as soon as man attempted to make speech visible by the use of certain marks called letters, orthography arose, and has ever since been a part of the study of written language. Before that

period, it had a kind of existence in pictures and symbols. As these were the forerunners of our present letters, so were picture and symbol-writing the forerunners of our present orthography.

INSTRUCTION II.

VARIETIES OF ORTHOGRAPHY.

THE first orthography, like the first language, exists only in its thousands of varieties. Its record is found in the giving of the law at Mount Sinai. Its *varieties* are found every where. *Each nation has its own orthography;* and in it, is readily distinguished from all others. As the Englishman and Frenchman are easily known by their features, so their languages, even where the words stand for the same things, are known at once by their orthography. So it is with all other nations. An instance will explain this. We select the word, *father*. Its English, Gothic, Celtic, French, Latin and Greek orthography is as follows: *father, vater* and *fader, athair, père, patēr, patĕr.*

Varieties of orthography, as thus indicated, are to be explained in the same way as varieties of language. The causes are nearly the same, and are, differences of climate, education, pursuits of life, objects, and the organ of hearing. The *ear* has always influenced orthography.

The instance given above may serve to illustrate this, and make clear what we mean by them. It may do more. It may direct our attention to their importance. They are *guides* in the study of languages, and prepare us to look for, and find the same word in different languages, but under different forms.

INSTRUCTION III.

ENGLISH ORTHOGRAPHY.

ENGLISH Orthography is wanting in regularity. Rules are almost useless. In vain we look for a *key*, or *method.* The only key is the *eye*, fixing attention on the forms of words; the only method is *written exercises*, teaching by the sense of touch.

English Orthography is too *diverse* for rules. A few instances will illustrate this remark.

1. *The spelling and speaking of words differ widely.* The words, *stags*, *tripped*, *boxes*, *plucked*, *loaves*, for instance, are pronounced as if spelled, *stagz*, *tript*, *bocksez*, *pluckt* and *loavz.*

2. *Letters have different sounds.* We spell *city* with a *c* and pronounce it with an *s; toss* and *egg* double the last letter, but only one of them is heard when the words are spoken.

3. *The same combination of letters often has a variety of sounds.* This is the case in such words as b*ough*, c*ough*, en*ough*, pl*ough*, r*ough*, and s*ough*.

4. *Letters are doubled or dropped without certain rules.* This is seen in such words as du*l*ness, instil*l*ing and fu*l*ness, ski*l*-ful; doe, foe, hoe, and go, so and motto.

5. *There are forty sounds in the English language, and only twenty-six letters to represent them.* Four of these, *c*, *x*, *q* and *j*, are useless, since they are only substitutes for other letters. So we have only *twenty-two characters* with which to write the forty sounds.

THE DIVERSITY OF ENGLISH ORTHOGRAPHY MAY BE EXPLAINED. It is OWING MAINLY TO THE MIXED CHARACTER OF OUR LANGUAGE, and its diverse pronunciation.

1. The Anglo-Saxon part of our language was received

from different tribes of Angles and Saxons. It has its own laws.

2. When it was developed in England, no less than eight kingdoms of Saxons existed in that country, with local differences, greater than what we find in our own country.

3. The Norman Conquest deluged the whole, and changed the entire face of things. French words were introduced. They have their laws.

4. The mingling of the Saxons and French after the conquest, led to many changes. The French affected, in some degree, the Saxon; and the Saxon conformed, in many things, to the French.

5. Early English writers paid little attention to spelling. They were guided solely by the *ear;* and this was an uncertain guide. The same word was spelled, in some instances, no less than fourteen different ways.

6. *Our language is mixed; so is its orthography. It is natural that words taken from the Gothic, Celtic, French, Latin and Greek should retain much of their native form, and be spelled in some degree in a foreign land as they were spelled at home.* Foreign words, like foreign people, retain their native character, even when naturalized.

INSTRUCTION IV.

HISTORY OF ENGLISH ORTHOGRAPHY.

English Orthography arose with the written form of the English language. It appeared first in the *old Anglo-Saxon*, the mother-tongue of our native speech, and differed widely from our present orthography. Since then, it has passed through many changes, and is still changing.

A few facts, connected with the history of these changes,

may serve to shed some light on English Orthography. It arose with the introduction of Christianity into England, A. D. 596. The Anglo-Saxons had written characters or letters before they came to England.

1. *The first writers were Anglo-Saxon.* They had no guide but their ear, and in following it, were often governed by fancy. There was nothing certain. The same word was spelled in various ways, even by the same author. *The laws of Ethelbert were the first native productions reduced to writing.*

2. *Changes were soon introduced according to the pleasure of the writer.* Rules were disregarded. Thus, we have the word *Father*, in the Lord's Prayer, spelled *Fader*, *Faeder*, and *Fadir*. As late as A.D. 1611, in the same prayer, the words, *debts* and *debtors*, are spelled *dettes* and *detters*.

3. *The advent of the Danes into England was attended with many changes.* They corrupted the old Saxon, and changed the forms of words at pleasure, especially terminations.

4. *The Norman Conquest, A. D.* 1066, *affected the orthography of the language still more.* After a while, there appeared a desire on the part of the Saxons to *Normanize* their words, and conform to French taste.

5. *Out of the mixture of Saxon and French arose new changes.* Broad vowels and irregular forms were preferred; as, *wop* for wept, and *dalf* for delved. HERE WE FIND THE ORIGIN OF OUR PRESENT ENGLISH—between A. D. 1066 and 1327.

6. *The dawn of English learning in the fourteenth century brought other changes.* The vowels were especially subjected to change. Chaucer, Mandeville and Wickliffe represent this period.

7. *The maturity of the English language and learning under Elizabeth, in the sixteenth century, added some changes.* These arose from the free introduction of Latin and Greek words.

8. *Recent changes.* Since the time of Elizabeth, in the sixteenth century, the changes in English Orthography have been mostly of a trifling character. The matter is not yet settled. The dispute about the spelling of certain classes of words, still continues. Walker and Webster divide the English mind. And what is it about? About using or leaving out the letters, *u, e, k;* using a single or double *l,* an *s* for a *c,* a *z* for an *s;* or changing *re* into *er,* in certain classes of words. So English Orthography now stands.

INSTRUCTION V.

LANGUAGE.

LANGUAGE existed long before Orthography. Men talked about the loves and sorrows of the family, life and death, buying and selling, learning and teaching, before they thought of writing about them. They had a spoken language. It was only when they thought of speaking through the eye, that orthography and written language arose.

The word, *language,* to which we now direct attention, is derived from the Latin word for tongue, and comes to us through the French. It stands for that system of sounds and letters by which we make ourselves known to each other—a system of signs by which we talk to each other through the eye and ear. The letters are nearly the same in all languages: the sounds are very different.

Language, as thus viewed, is simple, but wonderful. God and man are its associated authors. IT IS A MIGHTY WORK, EXCELLING EVERY THING ELSE ON THE EARTH. It is greater than buildings, or machines, or paintings, or music, or poetry. It is a rich treasury, and contains the records of the history, manners, religion and works of man.

Such is language; and such it is mainly by *orthography*. The spoken word perishes: the written word abides for ever.

INSTRUCTION VI.

THE VARIETY OF LANGUAGES.

THE languages of the earth are numerous, amounting to no less than *three thousand*. This is a wonderful fact.

All these languages are VARIETIES of one original speech, existing now only in sounds and words common to them all. This is easily understood. Climate, objects, pursuits and circumstances change all things. We find, accordingly, that those animals that spread widest over the face of the earth, present the greatest variety. Man, in this respect, stands at the head of all earthly creatures. Now what is true of himself, is true also of his language. It presents great variety.

This view is confirmed by a comparison of languages. Northern tongues are harsh and full of consonants: southern tongues are soft and full of vowels. There is every possible grade of expression, varying ever with the country or the people. Our DAY, for instance, is the Saxon *daeg* and the German *tag*.

If we enter fully into the comparison of languages, we find a *thread of unity*, on which are strung wonderful resemblances, running through the living and dead tongues of the earth. The English language appears a sister in the Gothic or Germanic family; and the whole family appears a sister branch to the dialects of southern Asia, both springing from the SANSKRIT, the sacred language of Hindostan. This again is linked with the *Zend*, and through it, with the languages of central and western Asia.

History confirms this wonderful unity. All European, African and American tongues are readily traced to Asia. In the centre of this grand division, and stretching down to the lovely vale of Cashmir, we find the nursery of human speech. There is the SANSKRIT, of which we have spoken, and thence went forth the ZEND to stock western and central Asia, and the COPTIC to stock Africa.

A view of the languages of Europe will explain all. SIXTEEN HUNDRED years before Christ, the Celts, from central Asia, entered Europe, which probably up to that time, had remained unoccupied by man. For centuries, there was but one language in Europe, and one religion, the Druidic, with its bleeding sacrifice, like the Christian, and its faith in the immortality of the soul. Some EIGHT HUNDRED years before Christ, the Teutones or Goths, from northwestern and central Asia, found their way also into Europe. The Celts fled before them, or were enrolled with the conquerors. The British islands now became the asylum of the Celt, and Europe a Gothic nation. To this people, the Anglo-Saxon belong. Of their language, ours is a member, being the young and promising sister. About the *sixth century* after Christ, the SLAVIC people came from northwestern Asia, and spread over Russia, Poland and Hungary. From these three great waves of emigration have arisen all the nations of Europe, and from a mixture of their languages have been formed all the tongues spoken and written, living and dead, on that wonderful division of the globe. All the European languages are of Asiatic origin. Nothing is more clear than that Greek and Latin, Anglo-Saxon and German, are varieties, derived alike from some ancient original.

INSTRUCTION VII.

THE ENGLISH LANGUAGE.

THE English language is one of many. It is strong, rich and beautiful among the three thousand languages of earth. It is not native to any place where it is now spoken, the word, *English,* being derived from ANGLES, the name of one of the SAXON tribes that passed over from GERMANY to England, A. D. 450.

The English language is not *an original one.* It is a derived language, and draws its words from many sources. Even its form is not original. *It is unlike all others in this respect, being very simple, and admitting a very few changes in its words.* But these things constitute its greatness. It has shaken off the feebleness of the early languages, and dropped nearly all their irregularity.

It is a mixed language. The Saxon speech, introduced into England, A. D. 450, is its basis, or stock. On this stock, the Dane, Swede and Norwegian engrafted much of their native speech. The Norman followed, and put in the scion of French. The English were pleased with these engraftures. They added strength and beauty to the old Saxon speech. They were pleased, and proceeded with the work of engrafting. Words from the Latin, Greek and modern languages were freely added; and the English language became remarkable as a mixed form of speech. The work is still progressing. Commerce imports words as well as wares from all parts of the world.

INSTRUCTION VIII.

ORIGIN OF THE ENGLISH LANGUAGE.

THE *name* of our language can be traced as far back as

the descent of the ANGLES in A. D. 450. But not so the *thing*. The basis of our language is as old as that date; so are its changes, as seen in our grammar. But the present English is more recent. It arose out of the mixture of the Saxon and French, between the tenth and thirteenth centuries. It arose on this wise. The Saxon peasants and French nobles were obliged to mingle in the common affairs of life. Self-interest led the Saxon to *Normanize* his language, and the French to *Anglicize* his speech. Then arose wandering poets, and warmed the present English into life.

The descent of the English language through the Saxon, can be traced to the continent of Europe. There it appears as a sister of the Gothic family. But Europe is not its native place. It is of Asiatic origin. Its home is to be sought in the northwestern parts of Hindostan, the seat of the far-famed SANSKRIT language—sister to the Zend and Coptic.

INSTRUCTION IX.

THE ELEMENTS OF THE ENGLISH LANGUAGE.

THE word, *element*, in this connection, means a distinct part of a language. It is applied alone to mixed languages, like the English, and embraces the words received from any other language, living or dead; as the French or Latin.

The *study of the elements* of the English language has been too much neglected. A knowledge of them is necessary to a correct knowledge of our native speech. It makes us acquainted with our forefathers, their character and condition. It shows us where our mother-tongue was deficient, and where it was necessary to borrow, in order to make up deficiencies. It defines great points of history, preserving

the records of the contact of our forefathers with other nations.

The elements of the English language, to which we are now directing attention, are quite numerous. There is scarcely any nation on earth with which we have not been in close contact, and from which we have not received by commerce, expeditions and missions, some words. The chief elements, however, are few. They are the Saxon, Gothic, Celtic, French, Latin and Greek.

INSTRUCTION X.

THE ANGLO-SAXON ELEMENT.

THE Anglo-Saxon portion of our language is something more than an element. It is our mother-tongue. It was the native speech of the mass of the English nation from the eighth to the tenth century after Christ. For a while, it was subdued by the *French*, and survived only among the sturdy peasants. Policy and self-interest favored its introduction again to power. It came forth from retirement, and mingled with the French. Commerce restored it: poetry nursed its new existence.

The restoration of the Anglo-Saxon gave rise to our present English. The French and Latin words, then in common use among the people, were adopted and moulded according to the form and spirit of the Anglo-Saxon. So it became our mother-tongue. As such it still remains.

It is a rich portion of our language, and by far the most important. The words that compose it, are the words of home, of childhood, of nature, of the heart, of domestic life, of business, of definite thought and action. *It is the portion of our language best adapted for early education, and should ever*

form the basis of English speech. By it, we are allied to the great GOTHIC or Germanic family of languages, and the sacred SANSKRIT of Hindostán.

INSTRUCTION XI.

THE GOTHIC ELEMENT.

THE Gothic element is very much like the Anglo-Saxon, and naturally follows it. It embraces words from the German, Danish, Swedish, Norwegian and Icelandic languages. All these are sister speeches to the English tongue, and compose the Gothic family. Nothing certain is known of this family of languages till a short time before the Christian era. We know that the Goths followed the Celts about the year 680 B. C., and drove them to the west and south of Europe. We know also that the name means BRAVE, and was applied by the Romans to those German tribes best known to them in the latter days of the Empire. The Greeks speak of them in the eighth century before Christ. They dwelt then on the Black Sea.

As early as A. D. 787, some of the Gothic tribes found their way to England, and made a conquest of Northumberland. They were known as Northmen, and in 1003, had possession of the whole of England.

In this way, the Gothic element was introduced into Great Britain, and engrafted by war upon the Anglo-Saxon stock. Commerce and social intercourse, since then, have increased the number of words from this source, and made our language strong and copious by contributions from its sister languages. The Gothic family of languages, and especially the German and MŒSO-GOTHIC, connect the English with the *Sanskrit.*

INSTRUCTION XII.

THE CELTIC ELEMENT.

THE Celtic element of our language is small, but interesting. It was derived from the *Celts,* the earliest inhabitants of Great Britain. They formed the first emigration from Asia into Europe, some sixteen hundred years before Christ.

The words from this source have been received into the English language at four different periods. Some of them have been introduced recently from the Gaëlic of Scotland and Ireland, and the Cambrian of Wales, branches of the Celtic stock. Some of them were introduced through the Latin, between the Danish and Norman conquests, or between A. D. 787 and 1066. Others are common to the Gothic stock, and were brought into use about the same period. The greater number, by far, are relics of the old Celtic stock which remained alive in England after the descent of the Angles and Saxons upon that island. They refer chiefly to places, and belong to geography. In this respect, the Celtic bears the very same relation to the English language as the Indian dialects. Both exist in the English tongue in names of places.

INSTRUCTION XIII.

THE FRENCH ELEMENT.

THE French element occupies a large place in our language. It was received from the Norman-French, a language spoken on the continent, from the river Loire to Flanders. This language is a mixture of the Latin and the old dialects of Gaul, now called France. These dialects were chiefly Celtic.

The French element, as thus explained, was partly introduced by intercourse between the Saxons and Normans before the Conquest. But its marked appearance in England dates from William the Conqueror, A. D. 1066. It came in like a flood. The Anglo-Saxon was swept away into the walks of common life. Norman-French was the language of courts and official life. It ceased to be such in A. D. 1327, and the Anglo-Saxon was restored—it ceased, but left many words mingled with the Anglo-Saxon speech.

Since then, there have been many additions. New words have been introduced from time to time by commerce, intercourse and the arts. The practice of using French words and phrases in English speech, although in bad taste, has introduced many words into our language. This practice arose from the intermingling of the Saxons and Normans, and their attempts to understand each other.

The words embraced in the French element have enriched our language. They refer chiefly to law, taste and the arts. Poetry owes much to the Norman-French. This element in our language connects with the Latin and Greek and the old Pelasgic of Greece.

INSTRUCTION XIII.

THE CLASSIC ELEMENT.

THE Classic element embraces words from the Latin and Greek languages. The Latin language was spoken by the ancient Romans, and received its name from Latium, the name of their country. It is a mixture of the old dialects of Italy, altered somewhat by the Greek. The Greek language was spoken by the ancient Greeks, inhabitants of

Greece, and is a mixture of old dialects of that country. Both are now dead languages.

The Latin part of the classic element is very important. It began to be introduced by Cæsar, 55 B. C. For five hundred years, the Romans ruled Britain, and the Latin language was spoken by the rulers. Only a few words, however, were introduced into the language of the Anglo-Saxons.

Christianity brought in many. During the time of the Christian Saxon kings, religious teachers and lovers of Latin learning, introduced many Latin words. They referred chiefly to the church.

The revival of learning in the fourteenth century brought in still more. About this time, ignorance prevailed. Monks kept the keys of knowledge. Its treasures were locked up in the Latin tongue.

Since that revival, or the time of Henry the Eighth, the work of accession has gone steadily on. The learned have loved the classics, and introduced their thoughts and words freely. In the sixteenth century, during the reign of Elizabeth, Latin words were largely interwoven into the English language.

Such is a view of the Latin part of the classic element. The words embraced in it refer to law, religion and the arts, and are useful in completing the English language.

The Greek portion of the classic element is not so extensive as the Latin. Much of it came into the English through the Latin and French. Much of it was brought in by the early religious teachers of England. Other ways remain to be noticed. The lovers of Greek learning have introduced many Greek words. The progress of arts and sciences has brought in more. Like the Latin, they help to complete

the materials of the English language, and make it capable of expressing all the thoughts of all men.

INSTRUCTION XV.

ENGLISH WORDS.

THE words of the English language have swelled to eighty thousand, and present a mixed appearance, somewhat like the American nation. We can almost apply to it the language of wonder used by the Jews on the day of Pentecost: How hear we every man in our own tongue, in which we were born—Celts, Saxons, Danes, Swedes, Norwegians, Germans, French, Spanish, Italian, Russian, Jew, Persian, and Hindoo! The old Roman and Greek are also represented. Such is the mixed assemblage of words composing the English language.

These words naturally arrange themselves in groups, distinguished by native features. They apply to distinct objects of thought. The Anglo-Saxon words refer chiefly to home, the heart, and sensible things; the Gothic relate mainly to the same; the Celtic appear in torn fragments; the French direct us to manufactures, law and taste; and the classic, to arts, sciences and religion. Such things are worthy of attention.

These groups of words retain the *spirit* of the languages from which they have been received. They have taken the *form* of the Anglo-Saxon, but preserved their native life. We may look upon them as naturalized words, appearing at home in our native language, but retaining so much of the languages to which they were native as to remind us constantly of their origin. This is an important feature in our knowledge. At this point, *words become history*, and

inform us of the nations with which we have been in contact, and from which we have borrowed words to make up the deficiencies of Anglo-Saxon speech.

Words are history. They stand for things. The words composing the different elements of the English language record many things about the people who used them first, and now stand in the English language, for things which the Goth, Celt, Frank, Latin and Greek first saw and felt. Such views bring to light the importance of words. Their study is the study of man.

INSTRUCTION XVI.

WORDS ARE THE BEGINNING OF LANGUAGE.

THE whole word formed the beginning of infant speech. Language has not commenced in any instance as we begin to teach it to our children. The alphabet is unknown to the child. Syllables are unnoticed. The whole word caught the ear and early employed the tongue. Adam, we are told, gave *names* to living things. So the first language began on earth. So every child begins his speech.

Words also are the beginning of every new engrafture. Entire words introduced the different elements that compose the English language. As the gardener takes a bud from a tree, and buds it upon a new stock, so the Anglo-Saxon has taken words from various languages, and engrafted them upon his own. The letters and syllables are but little regarded. He has always taken the entire word, and introduced it entire, or changed its form a little to make it agree with the forms of his mother-tongue. So the various elements have been brought into the English language.

INSTRUCTION XVII.

THE KNOWLEDGE OF WORDS.

WORDS are only *signs*, and can be understood best *by seeing or feeling the things for which they stand.* In this consists the true knowledge of words.

There is something more. Words are compound things. The spoken word is composed of *sounds*, and divisions of sounds, called *syllables.* The written word is composed of *letters*, and divisions of letters, called *syllables.* These things are to be known.

This is not all. Words have a *structure*, or *make.* They are buildings, and are composed of sounds or letters. This is true of every word; but particularly so, of derivative and compound ones. In looking at the structure of words, we must see how they are reared or formed from simple words by prefixes and suffixes.

Words also have a *history,* and one that is very interesting. The origin and changes of words form its records. They are very instructive, and tell us much about our forefathers and the nations with whom they lived in intercourse. In studying the history of words, we must not overlook their national origin, but trace them to their Saxon, Gothic, Celtic, French, Latin or Greek source. An instance will illustrate this point. The word, *tribulation,* now means distress or sorrow. It is derived from the *Latin,* and at first meant the *act of separating the corn from the husks.* It may be traced to another word, which is its root, and the name of the *roller* by which this separation took place.

There is still another thing to be known to complete the knowledge of words. Words are living things. Instead of being skeletons of letters, or forms of empty sound, they

are *bodied thought*—the soul made visible. They are to be known by seeing and feeling this embodiment—the idea or thought expressed.

INSTRUCTION XVIII.

THE SOUNDS AND LETTERS OF THE ENGLISH LANGUAGE.

THE words that compose the English language are *spoken.* In speaking them, the ear takes notice of certain sounds. Thus, in speaking the word, *man,* it distinguishes *three sounds,* represented by the letters, *m, a, n.* If we examine, in this way, all the words of our language, we will find that they are all spoken by *forty sounds.* Some of these are common to all languages on the earth: others are peculiar to our own. This is found to be the case when we compare them with those of the Anglo-Saxon, Gothic, Celtic, French, Latin and Greek languages. And yet, the sounds of languages, when they differ, *are only varieties of the same sounds.*

The words that compose the English language are *written.* In writing them, the eye observes distinct characters or letters. Thus, in writing the word, *hope,* it observes *four letters, h, o, p, e.* If we examine, in this way, all the written words of our language, we will find only *twenty-six letters.* These are known as the English alphabet.

The word, *alphabet,* is composed of the names of the first two Greek letters, *alpha, beta,* which are the same as our *a, b.* It is the name of the letters of a language orderly disposed. The order of our alphabet is not natural. The true order is as follows: *h, a, i, u, o, e, w, p, b, f, v, t, d, k, g, s, z, l, m, n, r, j, c, q, x.*

Our alphabet is not a complete one. It has *three* great defects.

1. *Deficient.* It has only twenty-six letters to mark forty sounds.

2. *Redundant.* The letters, *c, q, x,* are of no use.

3. *Irregular.* It represents some single sounds by *double letters;* as in TH*ine*, SH*ine*; and some double sounds by single letters; as in *p*I*ne, J*est.

INSTRUCTION XIX.

THE HISTORY OF THE ENGLISH ALPHABET.

THE English alphabet has a history, and one made up of very instructive records. It is pleasant to know where and how we obtained those letters in which we make our hopes and sorrows visible. It is desirable to be able to trace them to their source, and note the changes which have passed upon them.

The *English alphabet* is immediately descended from the Anglo-Saxon. There are points of difference, however, between them. The Anglo-Saxon contained *twenty-three letters.* Among these, are not to be found the letters, *j, k, q, v, w* and *z.* Among these, is found a character representing the sounds of *th*, as heard in *thin* and *thine.*

The *Anglo-Saxon alphabet* is derived from the Latin. We know not the precise time. We only know that in the third century, the Latin alphabet was applied to the Gothic languages, of which the Anglo-Saxon is a branch.

The *Latin alphabet* is to be traced to the Greek, which was introduced into Italy by the Etrurians, about twelve hundred years before the Christian era.

The *Greek alphabet* is not an original one. It was received from the Phœnician, which is the same as the Hebrew.

Cadmus introduced it into Greece, some sixteen hundred years before the Christian era.

Beyond this, we look in vain for any thing like an alphabet. We find *symbols*, *pictures*, and *sounds*, but no letters. Such is the history of the English alphabet.

It is somewhat remarkable that the first or most ancient alphabet was not an orderly collection of simple sounds, or letters representing them; but a collection of syllables. Alphabets were first SYLLABIC.

INSTRUCTION XX.

CLASSIFICATION OF THE ALPHABET.

THE letters composing the English alphabet have points of resemblance and difference among themselves. These points are of great importance.

They differ to the eye, while they are the same to the ear. This is the case with *f* and *ph* in the word, *Philip*.

Some of them are simple voice, and can form WORDS or SYLLABLES by themselves. These are *vowels*, and have all a *flat* and *continuous sound;* as, *a, e, i, o, u.*

Others are unable to form any word or syllable by themselves. These are called *consonants;* as, *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z.*

Some of the consonants have a close resemblance to the vowels, and are called *liquids;* as, *l, m, n, r.* Their sound is *flat* and *continuous.*

Others are called *mutes*, and cannot form any thing like a word or syllable by themselves. They are silent letters; as, *g, d, t.*

Some of the letters of the alphabet have a *smooth sound;* as, *p, b:* others have a *rough* one; as, *sh, f.*

Some of them are *sharp*, and sound like a *whisper;* as, *k, s, t:* others are *flat,* and have a natural sound; as, *d, b, z.*

The alphabet, as thus classified, may be presented at one view.

1. VOWELS, or the letters that have a *smooth, flat, continuous* sound, and form syllables by *themselves: a, e, i, o, u.*

2. LIQUID CONSONANTS, or those letters that have a *smooth,* flat, continuous sound, and form an imperfect syllable by themselves: *l, m, n, r.*

3. MUTES, or those letters that have a flat or sharp, smooth or rough sound, but can form no syllable by themselves; as, *p, t, k, s, b, d, g, z, f, th, k, sh, v.*

1. Smooth and sharp: *p, t, k, s.*	1. Sharp and smooth: *p, t, k, s.*
2. Smooth and flat: *b, d, g, z.*	2. Sharp and rough: *f, th, k, sh.*
3. Rough and sharp: *f, th, k, sh.*	3. Flat and smooth: *b, d, g, z.*
4. Rough and flat: *v, th, g, zh.*	4. Flat and rough: *v, th, g, zh.*

INSTRUCTION XXI.

HOW THE FORTY SOUNDS ARE REPRESENTED BY TWENTY-SIX LETTERS.

THE forty sounds which compose the spoken English language are represented by *twenty-six letters.* This is done in three ways.

1. *By certain letters or marks;* as, *d, b,* in the words, *did, bad.*

2. *By making one letter stand for two or more sounds;* as *a* in the words, f*a*ther, f*a*te, *a*ll.

3. *By combining two letters;* as, *sh, ch,* and *ng,* in the words, *sh*ine, *ch*ild, and si*ng.*

The whole subject may be presented at one view. We give, for this purpose, the *forty sounds* of the English language as they are actually represented.

I. THE VOWEL SOUNDS. There are TWELVE vowels.

1. *a* as in f*a*ther.
2. *a* as in f*a*te.
3. *a* as in f*a*t.
4. *a* as in *a*ll, w*a*ter.
5. *e* as in m*e*te, f*ee*t.
6. *e* as in b*e*d.
7. *i* as in p*i*t.
8. *o* as in n*o*te.
9. *o* as in n*o*t.
10. *oo* as in l*oo*k, b*oo*k.
11. *u* as in t*u*be.
12. *u* as in t*u*b.

II. DIPHTHONGS. There are FOUR diphthongs.

1. *oi* as in *oi*l.
2. *ou* as in l*ou*d.
3. *i* as in p*i*ne.
4. *ew* as in n*ew*.

III. CONSONANTS. There are TWENTY-FOUR consonants.

1. *y* as in *y*e.
2. *w* as in *w*oe.
3. *p* as in *p*ipe.
4. *b* as in *b*abe.
5. *f* as in *f*an.
6. *v* as in *v*ain.
7. *t* as in *t*ape.
8. *d* as in *d*id.
9. *k* as in *k*ite.
10. *g* as in *g*ame.
11. *s* as in *s*in.
12. *sh* as in *sh*ine.
13. *z* as in *z*one.
14. *zh* as in a*z*ure.
15. *h* as in *h*e.
16. *l* as in *l*ame.
17. *m* as in *m*an.
18. *n* as in *n*ew.
19. *r* as in *r*ap.
20. *ch* as in *ch*ild.
21. *th* as in *th*in.
22. *th* as in *th*ine.
23. *ng* as in si*ng*.
24. *j* (*dzh*) as in *j*oin.

The letters *c*, *q*, and *x* are represented by other letters: *c* by *s* or *k*; *q* by *kw*, and *x* by *ks* or *gs*. *J* is represented by *dzh*.

INSTRUCTION XXII.

PERMUTATION AND TRANSITION OF LETTERS.

THE sounds and letters of the English language are by

no means stable. They undergo some changes in speech and writing, which require attention.

The ear often takes notice of one sound substituted for another. The sound of *u* is heard for *o* and *e*, in the word, contentment. Days and boxes are pronounced as if written, *dayz*, *bocksez*.

The letters also undergo some changes. Man becomes men, foot becomes feet, and life becomes live. The letter *d*, in the prefix, *ad*, becomes *c*, *f*, *p*, and *n* in the words, accent, affront, appear, annex. These changes are called *permutation*.

Permutation is the exchange of one letter for another. It takes place among letters of the same, or neighboring organs in the same language. It also takes place in order to secure a pleasant sound. Permutation is important, and goes far to explain the great differences that exist in the spelling of words.

There is another change in letters to be noticed. Words, in passing from one language into another, undergo some changes. One letter is exchanged for another of the same class. This is called TRANSITION.

Transition is the exchange of one letter for another of the same class. It takes place between *different languages*. Thus, the letter, *b*, in brother, is *f* in Latin, and *ph* in Greek: *brother*, *frater*, *phrater*. This change arises out of variety of pronunciation, and is of much importance. It becomes a guide, and enables us to see the same word in different languages, changed only by the *transition* of one or more of its letters; as, *father*, *pater*, *vater*, *athair;* the English word, *live*, and the German, *leben*.

INSTRUCTION XXIII.

SYLLABLES.

THERE are many words in the English language which are broken up into parts in sounding them; as, *or-der-ly.* These parts are called syllables.

The word, *syllable,* is derived from two Greek words, which mean *to take together.* If I sound the word, *happy,* I take the sounds of *h, a, p* in the one case, and *p, y* in the other case, together, and thus divide the word into two syllables.

A syllable, in a spoken word, is a word, or so much of it as is sounded at once. A syllable, in a written word, is a letter or letters representing a syllable in a spoken word. In the first languages, all words were of *one syllable.*

Syllables are important. Their proper division is by no means an easy matter. I divide the word, *agree,* into two syllables, *a-gree;* but *plague* is not divided. The word, *episcopal,* may be divided in two ways, *e-pi-sco-pal* or *e-pis-co-pal.* Which is the correct division? Three things are to be our guide in this matter—three simple things.

1. There are as many syllables in a word as there are distinct vowel sounds; as, *man, hu-man-i-ty.*

2. Compound words are always divided into the simple ones; as, *up-on, false-hood.*

3. Derivative words almost always have the terminations, prefixes, and suffixes separated from the root or radical word; as, LOV-*er, un*-GUARD-*ed.*

The ear often interferes with the third rule, and requires words to be divided so as to secure a pleasing sound; as, *big-a-my,* not bi-ga-my. Good society and a good dictionary will be our best guides in this matter.

The division of words into syllables brings to view a point of interest. In the spoken word, we hear *double sounds:* in the written word, we see *double letters;* as, ha*pp*y, ba*tt*er. These double sounds and letters are not the *spelling* of such words as they appear in. They are the two elements which enter into the sound of every letter, and are known as the *radical* and *vanish* in vowels, and the vowel and consonantal element in consonants. Both appear in the written word only in the *consonant;* as, la*tt*er, to*pp*ling. In such words, the sound belongs to both syllables; as, la*d-d*er, si*n-n*ing.

Words, when divided into syllables, have points of resemblance. They are divided into classes according to the number of syllables they contain.

A word of *one* syllable is called a monosyllable; as, *child, he.* A word of *two* syllables is called a dissyllable; as, *an-chor, ru-by.* A word of *three* syllables is called a trisyllable; as, *wo-man-hood.* A word of *more than three* syllables is called a polysyllable; as, *hu-man-i-ty.*

The words that compose the English language differ in the number of their syllables. Anglo-Saxon and Gothic words are mainly *monosyllables;* the French and classic words are rarely of this class. They are chiefly dissyllables, trisyllables and polysyllables.

INSTRUCTION XXIV.

QUANTITY.

Some syllables require a longer time to pronounce them than others, and are said to be long or short. If I sound the words, *men* and *mend,* which are words of one syllable, *mend* is longer than *men* by the sound of the letter, *d.* The length of syllables, as thus seen, is called quantity.

The word, quantity, is of Latin origin, and is applied to any thing that can be measured. As such, it can be applied to syllables, since time is required in sounding them. *Quantity is the length of syllables, as long or short.*

The quantity of syllables in English depends on the vowels. In every syllable, there must be one vowel, and this is long or short. It is *long* when it ends a word or syllable: it is *short* when followed by a consonant. The word, *father,* is an instance; the syllable, *fa*, being long, and *ther*, short.

The quantity of syllables in Latin and Greek depended on the syllables. The great difference between the English and classical languages on this subject may be thus stated: In English, quantity is measured by the length of the vowel, and in Latin and Greek, by the length of the syllable. Thus, the Romans would call *ar*, in *arma*, a long syllable, while we would call it short.

The quantity of syllables, as thus explained, is readily measured by the ear. To guide it, however, it may be well to remember that a syllable with a long vowel is long, and that a syllable with a short vowel becomes long when followed by a number of consonants; as, sit, *sight.*

Quantity is of much importance. It gives variety to speaking and reading, and forms the pleasing measure that is felt in the arrangement of words in poetry.

Like the léaves of the fórest when súmmer is gréen,
That hóst with their bánners at súnset were séen.

INSTRUCTION XXV.

ACCENT.

If I pronounce the word, *ty-rant*, there is more *elevation*

and *force* of voice on the syllable, *ty*, than on *rant*. This is called accent. Its sign is ´.

The word, *accent*, comes from two Latin words, and means to *sing to*. It referred, in ancient times, to the *pitch* of voice in singing or rehearsing. Its meaning now is somewhat different. *Accent is the elevation and stress of voice on a syllable.*

Every word of more than one syllable has an accent; as, *an*chor, *bare*foot, be*reft*, a*broad*. Words of more than two syllables commonly have two accents, the *primary* and *secondary*. This is the case in the word, *as*-pi-*ra*-tion. The accent on the syllable, *ra*, is primary: the accent on *as* is secondary.

The *position* of the accent is not easily fixed in English. This is owing, in a good degree, to the mixed character of our language. Every nation has its own rules for accenting words. Now, since we have borrowed words somewhat largely from many languages, especially the French, Latin and Greek, our mode of accenting them will naturally be of a mixed character. It will partake somewhat of all these languages. The *use* of good society and a good dictionary should be our guides. It is commonly placed, however, on the *root*.

The *use* of accent is now to be pointed out. It is of much importance, and adds much variety to conversation and reading.

1. It changes the meaning of words. *Tórment* means a state of pain; but *torménť* means to put in a state of pain.

2. It changes nouns, or the names of things, into verbs; as, *rébel, rebél'; cónvert, convért.*

3. It determines the nature of compound words, and binds the single ones composing them together; as, *hóuse-hold-stuff, dóor-key.*

4. It exerts an influence on the orthography of words.

5. It determines the nature of English poetry. Poetic feet, or measures, depend entirely on accent.

INSTRUCTION XXVI.

ORTHOËPY AND ORTHOGRAPHY.

THE words of the English language are both spoken and written, and require attention to orthoëpy and orthography. If I pronounce a word, as, *welfare*, it is an exercise in orthoëpy: if I write it, it is an exercise in orthography.

Orthoëpy is derived from two Greek words, and means *correct pronunciation*. It relates to the spoken word, and determines its proper sound, accent and quantity.

Orthoëpy is seldom presented correctly in the speech of any one. Errors are common. Four of these require marked attention.

1. *Error of sound.* To pronounce the word, *neither,* as if written *nighther* or *nayther,* and not *neethur*, is an error of sound or articulation.

2. *Error of accent.* To say *perfúme* when speaking of the odor of a flower, and not *pérfume*, is an error of accent.

3. *Error of quantity.* To say *orátor*, and not *órator*, is an error of quantity and accent.

4. *Error of indistinctness.* To pronounce the word, *contentment*, as if written *cuntintmunt*, is an error of indistinctness, and one that is very common.

This state of things need not discourage us. There are guides. They are found in the *usage* of good society, a good dictionary, and the *etymology* of words. The flower *anemōne* is pronounced by some as if written *anemmony.* Its etymology is Greek, and determines the point. It is pronounced *anemōne,* as if written *anemohny.*

Orthography is derived from two Greek words, and means *correct writing*. It relates to the written word, and ascertains its spelling. It has ever been an unsettled subject. The speaking and spelling of words do not agree, and thus there is room for different views in matters of orthography. A good dictionary and the etymology of words are our best guides.

INSTRUCTION XXVII.

ETYMOLOGY.

Words have all had an origin and growth. Some of those which we use in daily speech are older than Egypt or Assyria. They were used in the cradle of the human race. In coming down to us from that distant past, they have undergone many changes of form and signification. Indeed, many of them are very unlike what they were once.

Words, as thus viewed, present an interesting point of study. It is known as etymology.

The word, *etymology*, is derived from two Greek words, and means a *true account*. It requires us to trace a word through all its changes to its origin, and give its exact meaning when first used. Thus, the word, *hypocrite*, means one who appears to be what he is not. We have received it from the Greek through the French. It is composed of two words, which mean to *separate under*, and was applied to those who acted on the Grecian stage under a mask. This is its etymology.

The etymology of words is profitable and interesting. Some knowledge of it is necessary, if we would become

familiar with our native tongue. It embraces three particulars:

1. *The tracing of a word to its root or roots.* The terminations, prefixes and suffixes are to be removed, and the radical word reached. In the word, *unrighteous,* we take away the prefix, *un*, and the suffix, *eous.* The radical word, *right,* remains, which means that which is *straight,* or not inclined.

2. *The tracing of a word to its root and the language where it was first used.* The word, *hypocrite,* as presented above, is an instance.

3. *The growth of the word from its origin to its present use.* The word, *sacrament,* for instance, is now used to denote *baptism* and the *Lord's Supper,* or the communion of Christians as they partake of bread and wine in remembrance of Christ's death. It was used by the early Christian church to denote *any sacred transaction*, as the incarnation of Christ. We pass now to the Romans; for the word is of Latin origin. Here it was used for *any solemn oath.* We pass beyond even this, and find it in use among the Roman soldiers. It meant the *military oath* by which each soldier bound himself never to abandon his standard. Once more: We look into Roman law, and find the word used as the *name of the pledge* given by the plaintiff and defendant in certain suits, the loser devoting his pledge to the use of the temple. This is its origin, and here we see that it meant a *sacred thing,* because it was devoted to the temple.

Such is a view of etymology. It is the study of history as seen in the origin and growth of words.

But a question of some interest arises here. Where shall we stop in tracing the word backward towards its source? In the word, *mother*, where shall we stop? At the old Saxon, *moder;* Gothic, *mutter;* Celtic, *mathair;* French,

mère; Latin, *mater;* Greek, *mater*, or Sanskrit, *matri?* At the old Saxon *moder*. And why? Because it has come *directly* from it, and agrees best with the Saxon name of mother in FORM. We trace it only to that language from which we have *directly* received it. The FORM and HISTORY of the word is our guide, as in the case of mother already given.

INSTRUCTION XXVIII.

TWO KINDS OF ETYMOLOGY.

THE etymology, or true account of a word, which we have given, is HISTORIC. It traces a word, as we trace a river, back to its native source. Arrived at the fount of the river, we may pause, or proceed to examine and explain the rise of the river at that place. We may do the same thing when we arrive at the primary word. Thus POET is traced to the French, and thence to the Latin and Greek. In the latter language, it seems to take its rise, and means CREATOR. This is *historic etymology.*

There is another and higher kind. It is that which attempts to explain the fount. It seeks the full account of the origin of words. Why did they arise and take the forms which now belong to them? Or if these are altered forms, what shapes did they take at first, and why did they take them? This is *philosophic etymology*, as it attempts the explanation of the sounds, forms and meanings of words.

It consists of two parts. The first is a comparison of words in various languages, in order to find their common origin and original form. In making this comparison, we are guided chiefly by consonants, for vowels are of little account, since they are very changeable. CONSONANTS

alone can fix the resemblance and form of words, and are to receive the chief care in the comparison. The *change* of consonants of the same, or neighboring organs, is common, and does not interfere with this principle. An instance will explain all that we have said.

The word, FATHER, is familiar. I wish to find its etymology. I trace it in the German *vater* or *fader;* Latin *pater;* Greek *pater;* Celtic *athair;* Spanish and Italian *padre;* French *père;* Sanskrit *pitri*, and Hebrew *ab.*

In looking over all these forms, I find a wonderful agreement. They all have a common origin. All those with two syllables, ending in *er*, and *ri*, have taken this syllable from a word which means, *man.* The *re* of the French père is the same. It is a *suffix;* and we remove it. Then they all agree in every important particular. Each becomes a word of one syllable, having the open A or one of its modifications, *e* or *i*, and the consonant B, or a consonant of the same organ, *v*, *p*, *f*, *th.* But what is the meaning of this primary word, *ab*, *pa*, *fa*, *ath*, *pe* or *pi?* It is the instinctive sound of childhood calling to its source—the father, or man who owns the relationship.

Etymology, as thus explained, is of great importance. It is not, however, very valuable as a guide to the primitive, or seed-words which God has sown in all languages. They have experienced so many changes of *form*, *sound* and *meaning*, in the migrations of man over the earth, as to make their study almost hopeless. It is valuable in guiding us in the comparison of words in different languages. It makes their *study easy and instructive.* So certain is this guide, that we may set it down as a common rule, that *words that have the same consonants, or those of the same organ, are the same words, and have a common origin.* Thus, our word,

SISTER, is the same as the German *schwester;* Latin *soror;* French *sœur;* Celtic *suir;* Sanskrit *swasri.*

INSTRUCTION XXIX.

GUIDES TO ENGLISH ETYMOLOGY.

THE English language, as is well known, is a mixed one. It embraces words from the principal languages of the world.

Once, it was a simple language. When it was introduced into the Isle of Thanet, it was altogether Anglo-Saxon. It was Anglo-Saxon when, in 827, it became the living speech of England.

Since then, a change has passed upon it. The Anglo-Saxon is only the basis of the English language. Some *forty thousand* words have been adopted from the various European languages, the Latin and the Greek, and naturalized. It is like our nation. The colonies of Plymouth-rock and Jamestown have grown into a mighty nation; and one of the forms of growth, has been the adoption of the citizens of other nations. So the Anglo-Saxon has grown into the present English by the free adoption of words from other languages.

In looking over the *forty thousand* words which have become English in this way, we wish to know their origin. We wish to know from whence we have adopted them, as we wish to know that Webster came to us from the English, Andrew Jackson from the Irish, the Buchanans from the Scotch, and the De Witts from the Dutch.

This wish is not very easily gratified in all cases. It is attended with toil and some study. In many cases, however, the task is easy. There are many of the adopted

words of our language that can be as readily referred to the languages from which we have directly received them, as many of our citizens can be referred to the nations from which they came to us.

Many words are readily referred to the Gothic family; as, dog, gruff, sod, stop, stout, mighty and sleight.

Many words are as easily referred to the French; as, frank, encore, ennui, escort, jolly and depot.

Many words can be recognized at once as of Latin descent; as, orb, globe, form, quantity, subject, copula and predicate.

Some words are known at a glance to be of Greek extract; as, tome, theology, geology, euphony, anatomy and atmosphere.

The greater part of the adopted words of our language are not so easily identified as being of Gothic, French, Latin or Greek origin. And why? They are common to many languages; and it is possible that they may have come to us from any one of the Gothic sisterhood, or from any one of the classic languages or their derivatives.

To what language, then, shall we refer them? This is no easy question to answer. We reply, however, *to that language from which they have directly come to us.* This is the only simple and safe principle on which we can classify the adopted words of our language. What, if the word belonged remotely to the Greek! It was adopted by the Romans and naturalized. We have received it as a Latin word, just as we have received the Wallaces of Ireland, although originally Scotch, as Irish, and the Le Clercs of England, although originally French, as English. If we adopt any other principle, there is no reason why we should stop short in the genealogy of languages till we reach the

first language, or pause in the genealogy of men till we stop at the family of Eden.

But how are we to know from what languages we have received the adopted words of our own? By the application of two simple principles—their FORM and their HISTORY. These are our only certain guides. And they are generally sufficient. Words, like men, have a national form; and by it, they may be readily identified. Terminations, suffixes and prefixes are as much French, Latin and Greek, as the Frenchman, Roman and Greek himself. Even where they are the same, they have undergone some change which naturalizes them to the French, Latin or Greek language.

The same is true to a great extent of radical words. They may have come down to us through the Gothic, French, Latin and Greek, from the distant Sanskrit, but in each of these languages, they appear in their national forms. This may be illustrated by the word, NIGHT: Anglo-Saxon *night;* German *nacht;* Celtic *nochd;* Latin *noct;* Spanish *noche;* French *nuit;* Greek *nux;* Sanskrit *nisa.*

The form of words will generally enable us to refer them at once to that language from which we have directly adopted them. I find, for instance, the word, CENTRE, in the English language. It is an adopted word. From whence? I compare it with the Greek *kentron;* Latin *centrum;* and French *centre.* It agrees with the latter in form, and is naturally referred to the French language. I take again the word, *tart,* and ask from whence it has come? The French *tarte* and Danish *taart* are before us. So is the Anglo-Saxon *teart.* It agrees with each of these in form; but history refers it to the Anglo-Saxon. Another instance. The word, *juice,* agrees very well in form with the Danish

juys and the French *jus*. Guided by its history, we refer it to the French language.

The word, *form*, is one in common use. From what language have we directly received it? We compare it with the German *form;* French *forme;* Spanish *forma*, and Latin *forma*. According to the first principle, it would be referred at once to the German or French, but history requires us to make the reference to the Latin language. The word must have found its way directly into our language in connection with mathematics.

Such are the workings of the two principles which we have laid down for tracing the immediate origin of the adopted words of our language. The form of all such words is our common guide. Where this is uncertain, the history of the word under examination will supply the deficiency and direct us to the proper source.

INSTRUCTION XXX.

THE COMPOSITION AND DERIVATION OF WORDS.

THERE are in all languages a limited number of original words from which all others have been formed. Those originals, in many cases, are to be traced up to the first language. As God created trees whose seed were in themselves to multiply their kinds upon the earth, so He gave man those names of things that have become the seed-words of all languages. By the aid of these, and in imitation of the actions of things, new original words have been added from time to time. The original words are about THREE HUNDRED in number.

From original words, found in all languages, others have

been formed. The formation has taken place in two ways: by COMPOSITION and DERIVATION.

Composition is the union of two or more words to form a new one; as, *steam-boat.* In this instance, the word, *steam-boat*, is a compound one; and the words, *steam* and *boat*, are simple ones.

Derivation is the drawing or deriving a word from its root or original. It applies only to derivative words. I take the word, *affrighted*, and remove the prefix, *af*, and the suffix, *ed*, and there remains the original word, *fright.* This is derivation.

The *derivation* of words, as thus viewed, is just the opposite of their *formation*, and requires attention to TERMINATIONS, PREFIXES and SUFFIXES. Derivative words are formed by the addition of these: their derivation is shown by the subtraction of these. If the formation of words is illustrated by the increase of a river, flowing from a fountain and receiving tributary streams, so the *derivation* of words is illustrated by following the same river up from its mouth to its head.

INSTRUCTION XXXI.

TERMINATIONS.

WORDS are related to each other in language. If I say, *the boy's book*, the words, *boy* and *book*, are related to each other as possessor and thing possessed, and the letter *s*, with the apostrophe before it, expresses this relation. It is known as a termination.

Terminations are changes in the forms of words to express their relations. They are found in almost all languages, and are of the greatest importance. They express *number*, *gender*, *case*, *tense* and *person.*

The terminations belonging to the Anglo-Saxon part of the English language, have already been given in the Hand-Book of Anglo-Saxon Orthography. There are a few terminations in the English language still remaining to be explained. These belong to the engrafted elements: words of French, Latin and Greek origin retain their own terminations, and require our attention.

The terminations of the English language, derived from the Gothic, Celtic, French and classic languages, are very few in number. The reason of this may be stated. Terminations mark the relations of words to one another, and belong to Grammar. Now, the relations or grammar of words, in our language, belongs to the Anglo-Saxon part, and is given in the first Hand-Book.

INSTRUCTION XXXII.

TERMINATIONS THAT MARK NUMBER.

THE names of single things, derived from the French, Latin and Greek languages, are changed into the names of plural things by certain terminations. These are as follows: X, S, ES; A, Æ, I, ES, US; A, ES, TA; IM, I.

EXERCISE.

FRENCH.

X.		BEAU, a well-dressed young man.
		BEAUX, well-dressed young men.
S.	*More than one.*	MONSIEUR, Sir, a title of address to a man.
		MESSIEURS, Sirs, a title of address to men.
ES.		MADAME, a title of address to a lady.
		MESDAMES, a title of address to ladies.

LATIN.

A.		ARCANUM, a secret thing.
		ARCAN*a*, secret things.
Æ.		LARVA, a young insect in its grub state.
		LARV*æ*, young insects in their grub state.
	More	MAGUS, a wise man of Persia.
I.	*than one.*	MAG*i*, wise men of Persia.
		BASIS, the foundation of a thing.
ES.		BAS*es*, more than one foundation.
		APPARATUS, means to secure an end.
US.		APPARAT*us*, more than one means to secure an end.

GREEK.

A.		PHENOMENON, an event that is visible.
		PHENOMEN*a*, events that are visible.
ES.	*More*	CRISIS, the turning point of an affair.
	than one.	CRIS*es*, the turning points of affairs.
		DOGMA, a doctrine, or fixed opinion.
TA.		DOGMA*ta*, doctrines, or fixed opinions.

MISCELLANEOUS.

IM.		CHERUB, the Hebrew name of an angel.
	More	CHERUB*im*, the name of angels.
	than one.	VIRTUOSO, one who loves music and painting.
I.		VIRTUOS*i*, those who love music and painting.

INSTRUCTION XXXIII.

TERMINATIONS THAT MARK GENDER.

ALL languages have certain ways by which the names of males and females are distinguished from one another. It is often done by using different words; as, *boy, girl; beau, belle.* It is commonly done by *terminations.* The name of the male is changed into the name of the female by the addition of a letter, or letters; as, *lion, lioness; poet,*

poetess. The termination, *ess*, so common in English, was received from the French. They borrowed it from the Latin. It was originally Greek.

The names of some male persons, derived from the French, Latin and Greek, are changed into the names of females by the following terminations: *ess*, *in*, *ine*.

EXERCISE.

FRENCH.

ESS. — *The sign of a female name.*

ACTOR, a man who acts on the stage.
ACTRESS, a woman who acts on the stage.
POET, a man who makes poetry.
POETESS, a woman who makes poetry.

LATIN.

IX. — *The sign of a female name.*

TESTATOR, a man who leaves a will at death.
TESTATRIX, a woman who leaves a will at death.
ADMINISTRATOR, a man who attends to the affairs of one dying without a will.
ADMINISTRATRIX, a woman who attends to the affairs of one dying without a will.

GREEK.

INE. — *The sign of a female name.*

HERO, a man who does deeds in arms.
HEROINE, a woman who does deeds in arms.

MISCELLANEOUS.

IN. A. INA. — *The sign of a female name.*

CARL, the name of a poor old man.
CARLIN, the name of a poor old woman.
SULTAN, the name of the Emperor of Turkey.
SULTANA, the name of the Empress of Turkey.
CZAR, the name of the Emperor of Russia.
CZARINA, the name of the Empress of Russia.

INSTRUCTION XXXIV.

SUFFIXES.

THE things, which words stand for, are constantly changing. They appear in new relations and new aspects. Instead of representing these changes by new words, we commonly represent them by *changes* in the form of the radical word. I think, for instance, of the *action* of baking, and express it by the word, *bake*. I may think also of the *agent* and the *place* where this action takes place. I can express them by a change in the form of the word, *bake*, by adding *er*, *ery* to it. Thus arise the two words, bak*er*, bak*ery*. These changes take place by suffixes.

Suffixes are letters added to the end of a word to form new ones with new significations. They occur in all languages, and are the *fragments* of original words, now in many cases lost.

The suffixes in the English language, like the language itself, are of a mixed character. They have been received from the *Gothic*, *French*, *Latin* and *Greek* tongues. The most of them, however, are *the same suffixes* under different forms, and may be happily brought together and studied in groups. These groups may be arranged under the objects to which they relate. For instance, the Gothic, *er;* the French, *ier;* the Latin, *or*, and the Greek, *ist*, *er*, *tor*, refer to the AGENT, or doer, and may be grouped under this head.

In the study of suffixes, the pupil should carefully distinguish the suffix from the *connecting vowel.* Thus, Eal, Ial and Ual, as they appear in the words, corpor*eal*, dictator*ial* and habit*ual*, are not different suffixes from al, in the word fin*al*. The E, I and U are connecting vowels. Consonants,

and even a syllable, as well as vowels, sometimes form the connection between suffixes and the radical words. These, too, must be carefully distinguished from suffixes. Thus, T in parenTal, and IS in artISan, connect the radical words, *parens* and *ars*, with the suffixes, *al* and *an*.

The suffixes of the engrafted parts of the English language have been classified in the order of their meaning: thus, those denoting *little* or *minute;* the *agent* or *actor;* the *act;* the *act of making; the thing made or produced by the act; may or can be; made of; pertaining to; quality; state or condition; abounding in; the place where; like.* Then *the compound suffixes*, and *ism* with its various meanings.

INSTRUCTION XXXV.

SUFFIXES THAT DENOTE WHAT IS LITTLE OR MINUTE.

THE names of things are often changed into the names of *little things of the same kind* by the addition of a letter, or letters. *Mall*, for instance, is the name of a large wooden beetle; mall*et* is the name of a small one.

Additions of this character are called suffixes, and are derived from the Gothic, French, Latin and Greek languages. They are *ling; et; ule, cule, cle, el;* and *isk*, and mean LITTLE or MINUTE. Those of Anglo-Saxon origin have already been noticed.

EXERCISE.

GOTHIC.

LING. { *Little.* DUCK, a water-fowl, named from its ducking. DUCK*ling*, a *little* water-fowl that ducks.

FRENCH.

ET.	*Little.*	MALL, a large beetle for driving any thing. MALL*et*, a *little* beetle for driving any thing.

LATIN.

ULE.	*Little, minute.*	GLOBE, a round body. GLOB*ule*, a *little* round body.
CULE.		ANIMAL, a living creature that breathes. ANIMAL*cule*, a very *little* animal.
CLE.		CORPUS, the Latin name for body. CORPUS*cle*, a *little* body, as an atom.
EL.		SACCUS, the Latin name for bag; not used in English. SATCH*el*, a *little* bag.

GREEK.

ISK.	*Little.*	ASTER, the Greek name for star; not used in English. ASTER*isk*, a *little* star.

INSTRUCTION XXXVI.

SUFFIXES THAT DENOTE THE AGENT, OR ACTOR.

THE names of agents, in English, are formed from *verbs* and *nouns* by certain suffixes. They are of Gothic, French, Latin and Greek origin, and are as follows: *er*, *ar*, *ard*; *ier*, *ee*, *eur*, *on*, *ain*; *eer*, *or*, *an*, *ant*, *ent*, *ate*, *ary*, *ive*, *zen*; *ian*, *ite*, *ist*, *ast*. All these denote the AGENT, or ACTOR.

EXERCISE.

GOTHIC.

ER.	*One who.*	ROB, to seize by force. ROBB*er*, one who robs.
AR.		LIE, to stretch; to utter what is false. L*iar*, one who utters what is false.
ARD.		COW, to depress; to humble by fear. Cow*ard*, one who is humbled by fear.

FRENCH.

IER.		CASH, what is kept in a casket; money in hand.
		CASH*ier*, one who pays out cash in a bank.
EE.		PAY, to send to; to give what is due.
EUR.	*One who.*	PAY*ee*, one who is to receive what is paid.
		AMAT*eur*, one who cultivates an art from taste.
ON.		GLUTT*on*, one who eats to excess.
AIN.		CHIEF*tain*, the leader of a troop.

LATIN.

EER.		AUCTION, the act of increasing; a public sale.
		AUCTION*eer*, one who sells at public sales.
OR.		ACT, to urge; to do any thing.
		ACT*or*, one who does any thing.
		ART, strength; the practice of skill.
AN.		ARTIS*an*, one who is versed in practical skill.
		EUROPE, a large division of the world.
		EUROPE*an*, one who lives in Europe.
ANT.		ASSIST, to stand by; to aid.
	One who.	ASSIST*ant*, one who aids.
ENT.		ADHERE, to stick to.
		ADHER*ent*, one who adheres.
ATE.		GRADE, a step; a degree.
		GRADU*ate*, one who takes a degree.
ARY.		MISSION, the sending of any one.
		MISSION*ary*, one who is sent; a minister to the heathen.
IVE.		CAPT*ive*, one who is taken in war.
		FUGIT*ive*, one who runs away.
ZEN.		CITI*zen*, one who lives in a city.

GREEK.

IAN.		ARITHMETIC, belonging to numbers.
		ARITHMETIC*ian*, one who is skilled in numbers.
		CHRIST, the Anointed One; the Saviour.
ITE.		CHRIST*ian*, one who believes in Christ.
	One who.	EREM*ite*, one who lies in a desert.
IST.		PSALM, something produced by the touch; a sacred song.
		PSALM*ist*, one who composes psalms.
AST.		ENCOMI*ast*, one who praises.

INSTRUCTION XXXVII.

SUFFIXES THAT DENOTE THE ACT.

MANY words in the English language stand for the *act* by which a thing is done. They are nouns, and are formed from verbs by certain suffixes. These are of Latin origin. Such are *ion*, *sion*, *ment*, *ent*, and *escent*. All these denote the ACT expressed by the radical word; as, *intrude*, to thrust oneself in; *intrusion*, the act of thrusting oneself in.

EXERCISE.

LATIN.

The act of.

ION. INSPECT, to look into; to examine.
INSPECT*ion*, the act of examining.
CONDEMNAT*ion*, the act of passing sentence.
COMPLETE, to fill; to finish.
COMPLET*ion*, the act of finishing.

SION. PERSUADE, to urge strongly; to excite to action.
PERSUA*sion*, the act of exciting to action.

MENT. EJECT, to cast out.
EJECT*ment*, the act of casting out.

Continuing.

ENT. DEPEND*ent*, the act of continuing to hang on.
BENEVOL*ent*, the act of continuing to wish well.

ESCENT. FLOR*escent*, the act of continuing to bloom.

INSTRUCTION XXXVIII.

SUFFIXES THAT DENOTE THE ACT OF MAKING.

THE suffixes, *en*, *er*, *fy*, *fic*, *ate*, *ite*, *ize*, *ise*, denote the ACT of making, or simply TO MAKE. They are fragments of verbs, some of which are no longer in use. These suffixes are of Gothic, Latin, and Greek origin. When added to *nouns* or *adjectives*, they change them into verbs.

EXERCISE.

GOTHIC.

EN. ER. *To make.*
- LOOSE, free; untied.
- Loos*en*, to make free, or untie.
- WAV*er*, to make, or cause to move to and fro.

LATIN.

FY. FIC. ATE. ITE. IZE. *To make.*
- AMPLE, large, or roomy.
- AMPLI*fy*, to make roomy.
- SOPORI*fic*, making or causing sleep.
- DOMESTIC, belonging to the house.
- DOMESTIC*ate*, to make domestic.
- UNUM, the Latin name for one.
- UN*ite*, to make one.
- LEGAL, belonging to law; according to law.
- LEGAL*ize*, to make legal.

GREEK.

IZE. ISE. *To make.*
- CHRISTIAN, one who believes in Christ.
- CHRISTIAN*ize*, to make or cause one to become a Christian.
- CRITIC, one who judges works of art.
- CRITIC*ise*, to make or pass judgment on works of art.

INSTRUCTION XXXIX.

SUFFIXES THAT DENOTE THE THING WHICH IS MADE OR PRODUCED BY THE ACT.

THE acts of agents are productive, and bring forth many results. The words which stand for them are nouns, and are formed from verbs by a large class of suffixes, derived from the Gothic, French, Latin, and Greek languages. They are chiefly from the Latin and Greek. Such are the suffixes, *er*, *oir*; *ure*, *age*, *ion*, *ment*, *ence*, *ile*, *ite or it*, *ive*, *ism*, *mony*, *men*, *al*, *ice*, *t*, *ade*; *m*, *me*, *ma*, *tery*, *omenon*, *al*, *sis*, *sy*, *se*.

All these denote THE THING WHICH, or the production of the act.

EXERCISE.

GOTHIC.

ER. — *The thing which.*

HALT, to bind and hold.
HALT*er*, the thing which holds; a rope.

FRENCH.

OIR. — *The thing which.*

RESERVE, to keep back; to lay up for future use.
RESERV*oir*, the thing which is reserved; the place where any thing is stored, especially water.

LATIN.

The thing which.

URE. CREATE, to make.
CREAT*ure*, the thing which is made.

AGE. CARRY, to bear.
CARRI*age*, the thing which bears.

ION. PRODUCE, to lead forth; to bring forward.
PRODUCT*ion*, the thing which is brought forward.

MENT. IMPEDE, to catch the feet; to hinder.
IMPEDI*ment*, the thing which hinders.

ENCE. OCCUR, to strike against; to come to mind.
OCCURR*ence*, the thing which occurs.

ILE. PROJECT, to cast forward; throw.
PROJECT*ile*, the thing which is thrown.

ITE, or IT. FIN*ite*, that which is bounded.
DEPOSE, to lay aside.
DEPOS*it*, the thing which is laid aside.

IVE. ORB, a round moving body.
ORB*it*, the path of an orb.
NARRATE, to tell as a story.
NARRAT*ive*, the thing which is told.

ISM. PAGAN, a peasant; a heathen.
PAGAN*ism*, the things which heathens believe and practise.

MONY. TESTAMENT, a will.
TESTI*mony*, the thing which is given in proof of any thing.

MEN. REGI*men*, the thing which regulates.

AL. REHEARSE, to recite again; to repeat the words of another.
REHEARS*al*, the thing which is rehearsed.

ICE. JUST, straight; right.
JUST*ice*, the thing which is right.

T. RESTRAIN, to hold back.
RESTRAIN*t*, the thing which holds back.

ADE. CANNON*ade*, the attack with cannons.

GREEK.

The thing which.

M.	Problem, the thing which is to be proved; a question.
ME.	Theme, the thing which is set; a subject.
MA.	Dogma, the thing which is thought; a fixed notion.
TERY.	Psaltery, the thing which is touched to make music; a stringed instrument.
OMENON.	Phenomenon, the thing which is visible.
AL.	Scandal, the thing which causes us to stumble; offense.
SIS.	Basis, that which is set; the foundation.
SY.	Poesy, the thing which is made by the poet.
SE.	Eclipse, the thing which fails; obscuration of light.

INSTRUCTION XL.

SUFFIXES THAT DENOTE MAY OR CAN BE.

The suffixes, *able*, *ible*, *ble*, *ive* and *ile*, are of Latin origin, and denote that which MAY OR CAN BE. The Gothic word, *able*, meaning strong, is regarded as the root of the suffixes, *able*, *ible* and *ble*, since it has shaped their meaning.

EXERCISE.

LATIN.

May or can be.

ABLE.	Attain, to reach to.
	Attain*able*, that may or can be reached.
IBLE.	Access, coming to; the approach.
	Access*ible*, that may or can be approached.
BLE.	
ILE.	Doc*ile*, that may or can be taught.
	Frag*ile*, that may or can be broken.
	Attract, to draw to.
	Attract*ive*, that may or can attract.
IVE.	Execute, to follow; to perform.
	Execut*ive*, the power that performs; the chief ruler.
	Create, to form or make any thing.
	Creat*ive*, that may or can create.

INSTRUCTION XLI.

SUFFIXES THAT DENOTE MADE OF.

THE Gothic suffix, *en*, and the Latin suffix, *ous*, are added to nouns, and form adjectives. They signify MADE OF.

EXERCISE.

GOTHIC.

EN. { *Made of.* WOOD, the hard substance of trees. / WOOD*en*, made of wood.

LATIN.

OUS. { *Made of.* FIBRE, a fine thread. / FIBR*ous*, made or composed of fine thread. / CARTILAGE, an animal substance softer than bone. / CARTILAGIN*ous*, made or consisting of cartilage.

INSTRUCTION XLII.

SUFFIXES THAT DENOTE PERTAINING TO.

THE names of many things in English are changed into adjectives that denote pertaining or relating to, by certain suffixes. These are chiefly of Latin origin, and are as follows: *al*, *ar*, *ry*, *ile*, *ine*, *an*, *ian*, *lent* and *ain*. Those of Greek origin are as follows: *al*, *ac*, *an*, *ic* and *ine*. The suffixes, *an*, *ile* and *ic*, are both Latin and Greek. All these suffixes denote PERTAINING TO, or OF THE NATURE OF.

EXERCISE.

LATIN.

Pertaining to, or of the nature of.

AL. PARENT, what produces; a father or mother.
PARENT*al*, pertaining to a father or mother.

AR. CIRCLE, a figure, every point of whose circumference is equally distant from the centre.
CIRCUL*ar*, pertaining to a circle; of the nature of a circle.

RY. PLANET, a wanderer; one of the heavenly bodies.
PLANETA*ry*, pertaining to the planets.
AMATO*ry*, pertaining to love.

ILE. PUER*ile*, pertaining to a boy.

INE. INFANT*ile*, pertaining to an infant.
CAN*ine*, pertaining to a dog.

AN. PAG*an*, pertaining to a village; a heathen.
SYLV*an*, pertaining to, or of the nature of a wood.

IAN. PARIS, the name of the capital of France.
PARIS*ian*, pertaining to Paris.
CHRIST, the anointed Saviour.
CHRIST*ian*, pertaining to Christ.

LENT. FRAUD, a cheat; deception.
FRAUD*ulent*, pertaining to a fraud.
PEST, a stroke; a plague.
PESTI*lent*, pertaining to a pest.

AIN. CHAPEL, a hood, then a tent; now a place of worship.
CHAPL*ain*, pertaining to a chapel; a minister of a chapel.

GREEK.

Pertaining to, or of the nature of.

AL. SCAND*al*, pertaining to, or of the nature of an offense.

AC. ELEGY, a wail; a mournful poem.
ELEGI*ac*, pertaining to a mournful poem.

AN. CHRIST, the Anointed One; the Saviour.
CHRIST*ian*, pertaining to Christ; a follower of Christ.

IC. TYPE, a mark; a sign or symbol.
TYP*ic*, pertaining to, or of the nature of a type.

INE. CRYSTAL, a clear mineral of a regular form.
CRYSTALL*ine*, pertaining to, or of the nature of crystal.

INSTRUCTION XLIII.

SUFFIXES THAT DENOTE THE QUALITY.

THERE is a large class of words in English that denote the *quality* of things considered in itself. Many of these are formed by the addition of certain suffixes to verbs or adjectives. Fertile, for instance, means rich or fruitful: fertil*ity* means the quality of being rich. Suffixes of this character are chiefly Latin. They are the following: *ty*, *ate*, *ite*, *cy*, *ice*, *ry*, *y*, *or*, *ism*, and *mony*. Such suffixes denote the QUALITY, considered in and by itself.

EXERCISE.

LATIN.

TY.	*Quality of.*	NOVEL, recent; pertaining to what is recent.
		NOVEL*ty*, the quality of being recent.
		SERENE, clear or calm.
		SERENI*ty*, the quality of being serene.
ATE.		FORTUNE, an event; good or bad events.
		FORTUN*ate*, the quality of having good luck.
ITE.		ERUD*ite*, learned; the quality of being learned.
		RADIANT, emitting rays; shining.
CY.		RADIAN*cy*, the quality of shining.
		INNOCENT, harmless.
		INNOCEN*cy*, the quality of being harmless.
ICE.		JUST, right.
		JUST*ice*, the quality of being right.
		BRAVE, bold; daring.
RY.		BRAVE*ry*, the quality of being daring.
		MODEST, restrained; retired.
Y.		MODEST*y*, the quality of being retired.
OR.		FERV*or*, the quality of being warm.
		HERO, a man who follows the pursuit of arms; a brave man.
ISM.		HERO*ism*, the quality of being brave.
		ACRID, sharp; severe.
MONY		ACRI*mony*, the quality of being sharp or severe.

INSTRUCTION XLIV.

SUFFIXES THAT DENOTE STATE OR CONDITION.

THE state or condition of things, in English, is often expressed by adding certain suffixes to names of qualities. Such are the suffixes, *ce*, *ude*, *agė*, *ry*, *ate*, *ism*, *cy*, and *id*. These denote the STATE or CONDITION, expressed by the radical word. They are of Latin origin.

EXERCISE.

LATIN.

State or condition of:

CE.
- VIGILANT, watchful.
- VIGILANCE, the state of being watchful.
- DEPENDENT, hanging on; supported.
- DEPENDENCE, the state of being supported.
- ARBORESCENT, growing like a tree.
- ARBORESCENCE, state of growing like a tree.

UDE.
- QUIET, at rest.
- QUIETUDE, the state of being at rest.
- PLENITUDE, the state of being full.
- EXACT, pressed; precise or correct.
- EXACTITUDE, the state of being exact.

AGE.
- BOND, bound; servile.
- BONDAGE, the state of being bound.
- PEER, a nobleman.
- PEERAGE, the condition or rank of a peer.

RY.
- SLAVE, one bound to another.
- SLAVERY, the state of a slave.

ATE.
- DOCTOR, a learned teacher.
- DOCTORATE, the degree of a doctor; the state or office of a doctor.
- PROFESSORATE, the state or office of a professor.

ISM.
- SAVAGISM, the state of a savage.

CY.
- CAPTAINCY, the state, or rank of a captain.

ID.
- FERVID, the state of being warm.

INSTRUCTION XLV.

SUFFIXES THAT DENOTE ABOUNDING IN.

THERE are a few suffixes that have the sense of fulness or abounding in. They are of Latin origin. Such are the suffixes, *ous*, and *ose*. They denote ABOUNDING IN, or full of.

EXERCISE.

LATIN.

Abounding in.

OUS.

MOUNTAIN, a high elevation of land.
MOUNTAIN*ous*, abounding in mountains.
RIGHTE*ous*, abounding in right.
SANGUINE, red like blood.
SANGUINE*ous*, abounding in blood.
ROBUSTI*ous*, abounding in strength.
TEMPESTU*ous*, full of tempests.
ARGILLACE*ous*, abounding in clay; clayey.
CAPACI*ous*, of large dimensions.
CUTANE*ous*, pertaining to, or affecting the whole skin.
INSTANTANE*ous*, full of the moment; immediate.
ERRONE*ous*, abounding in, or having the nature of error.
CEMENTITI*ous*, abounding in, or having the nature of cement.

OSE.

VERB, a word.
VERB*ose*, abounding in words.

INSTRUCTION XLVI.

SUFFIXES THAT DENOTE THE PLACE WHERE.

THE agent or person who follows any kind of business must have a place where he pursues it. The words that stand for such a place are formed from the agent by the suffix, *y*. The full suffix that denotes the PLACE WHERE, is *ry*. It sometimes naturally denotes also the TRADES or kinds of occupations, and the THINGS contained in the place. Audi-

tor, for instance, is a hearer, and auditor*y* is the place where he hears, and the persons in it.

EXERCISE.

LATIN.

RY.	*Place where.*	CUTLER, one who makes knives and other instrument.
		CUTLER*y*, the trade, place where, and things in it.
		GRAIN, any kind of corn.
		GRANAR*y*, the place where grain is kept.
		CONSERVATOR, a preserver; one who takes care of.
		CONSERVATOR*y*, the place where things are preserved, as plants.
		ARMOR*y*, the place where arms are kept.
		NURSE*r*, one who nourishes the young.
		NURSER*y*, the place where the young are nourished.
AGE.		ANCHOR*age*, the place where an anchor may be cast.

INSTRUCTION XLVII.

SUFFIXES THAT DENOTE LIKE.

RESEMBLANCE is sometimes expressed by suffixes; as, *en*, *ic*, *ile*, *ine*, *ar*, *ate*, *y* and *oid*. *En* is Gothic: *oid* is Greek. The others are of Latin origin. They did not mean *like* originally. It is a secondary meaning, and arises from comparison. *En*, for instance, means *made of*, as in brazen, and then *like*, as in the phrase, brazen face.

EXERCISE.

GOTHIC.

EN.	*Like.*	FLAX, a plant from which linen is made; fibres of flax.
		FLAX*en*, like flax, or fibres of flax.

LATIN.

IC.	*Like.*	CONE, a figure like a sugar-loaf.
		CON*ic*, like a cone.
ILE.		HOST*ile*, like an enemy.

INE.	*Like.*	SERPENT, an animal that creeps on its belly.
		SERPENT*ine*, like a serpent.
AR.		LUN*ar*, like a moon.
		CIRCUL*ar*, like a circle.
ATE.		GLOBE, a round body.
		GLOB*ate*, like a globe.
OUS.		GLOB*ous*, like a globe.
		SAPONACE*ous*, like soap, or having the nature of soap.
Y.		SPONGE, a porous marine substance.
		SPONG*y*, like a sponge.
		GREEK.
OID.		SPHERE, a round body, or globe.
		SPHER*oid*, like a sphere, or globe.

INSTRUCTION XLVIII.

COMPOUND SUFFIXES.

THERE are often more than one suffix found attached to a word. We often have the *first*, *second* and *third* derivative words by the addition of the *first*, *second* and *third* suffix. Each one requires attention; but it is the *last* one that gives the peculiar idea of the word. Alphabet, for instance, is a compound word, formed by the Grecian names of *a*, *b*. We add *ic* to it, and have alphabet*ic*, like an alphabet. To this, we add, *al*, and form the word, alphabet*ical*, pertaining to what is like an alphabet. We add the suffix, *ly*, to this, and form the word, alphabet*ically*, which means like that which belongs to what is like an alphabet.

Such is an instance of a compound suffix. In examining its formation, we see that it is composed of simple suffixes, the last one always giving the precise meaning of the word; as, alphabet, alphabet*ic*, alphabet*ical*, alphabet*ically*.

INSTRUCTION XLIX.

THE SUFFIXES THAT HAVE MORE THAN ONE MEANING.

SOME of the suffixes have more than one meaning. ATE, for instance, means *one who*, the *act* of *making*, *quality* of a thing, and *like* or resemblance. Thus, gradu*ate* is one who has taken a degree; narr*ate*, to make or give an orderly account; temper*ate* means a low degree of heat, and glob*ate*, like a globe.

These different meanings are easily explained. The suffix, in some cases, forms nouns, verbs, and adjectives: in others, the same word is used for the *act* and the *product;* the state and the quality; the thing which, and the quality; the place where, and the practice of some art in it. Two things, then, explain them: *they form different kinds of words, or words differently used.*

EXERCISE.

AN, *one who;* as, Americ*an* : *pertaining to;* as, sylv*an*.

ANT, ENT, *one who;* as, merch*ant* : *the act of;* as, benevol*ent* : *state of;* as, pend*ent*.

ATE, *one who;* as, potent*ate* : *to make;* as, regul*ate* : *quality;* as, anim*ate* : *like;* as, cord*ate*.

ITE, *one who;* as, Rechab*ite* : *to make;* as, un*ite* : the *thing which;* as, requis*ite* : *quality;* as, compos*ite*.

IVE, *one who;* as, capt*ive* : the *thing which;* as, relat*ive* : that *may* or *can;* as, persuas*ive*.

ION, the *act;* as, compuls*ion* : the *thing which;* as, intimat*ion*.

MENT, the *act;* as, judg*ment* : the *thing which;* as, eject*ment*.

AGE, the *thing which;* as, porter*age* : the *state of;* as, orphan*age*.

CE, the *thing which;* as, assistan*ce* : the *state of;* as, vigilan*ce*.

ISM, the *thing which;* as, Calvin*ism* : the *state of;* as, savag*ism* : the *act of;* as, critic*ism*.

ILE, that *may* or *can be;* as, frag*ile* : the *thing which;* as projectile : *pertaining to;* as, infant*ile* : *like;* as, puer*ile*.

ICE, the *thing which ;* as, just*ice :* the *quality ;* as, coward*ice.*
Y, the *quality ;* as, dew*y : like ;* as, bloody.
RY, the *quality ;* as, bravery *: state ;* as, slavery *:* the *place where ;* as, nursery.
EN, to *make ;* as, white*n : made of ;* as, oak*en : like ;* as, gold*en.*
IC, *pertaining to ;* as, lyr*ic : like ;* as, spher*ic.*
INE, *pertaining to ;* as, crystall*ine : like ;* as, femin*ine.*
AR, *one who ;* as, li*ar ; pertaining to ;* as, sol*ar : like ;* as, tabul*ar.*
OUS, *abounding in ;* as, dangerous *: made of ;* as, fibrous *: like ;* as, globous.
ARY, *one who ;* as, lapid*ary : place where ;* as, libr*ary : pertaining to ;* as, milit*ary.*

The suffix, *ism*, has various meanings, and requires a particular notice. These may be presented in this place.

ISM.
- *State.* Barbar*ism*, the state of barbarians.
- *Quality.* Hero*ism*, the quality of a hero ; or rather, deeds.
- *Doctrines.* De*ism*, the doctrines of those who believe in God as Creator alone.
- *Idiom.* Hebra*ism*, an idiom, or mode of speech among the Hebrews.
- *Art.* Critic*ism*, the art or practice of the critic.

INSTRUCTION L.

THE RELATION OF SUFFIXES TO RADICAL WORDS.

The relation between radical words and suffixes is one of much interest, and should be carefully studied. It is the same relation as that which subsists between a *stock* and a *graft.*

The radical word, it will be remembered, is one that gives rise to other words. *Hope*, for instance, is a radical word, and gives rise to the words *hopeful*, *hopeless*, *hopelessly*, and others.

A suffix is a letter or letters added to a word to form a new one with a new meaning. *Less*, for instance, is added to *care*, and forms care*less*, care*lessly.*

The words, *hope* and *care*, in these instances, are STOCKS; and the suffixes, *ful*, *less*, *lessly*, are GRAFTS, taken from other words and engrafted on hope and care. As the fruit produced in the natural world, is in all cases the fruit of the grafts, so the meanings in the world of derivative words, are in all cases the meanings of the suffixes. This may be illustrated. LOVE is a radical word, and stands for that feeling which leads us to delight in persons or things. From this, I form the derivative words, *lover*, *loving*, *lovingly*, *loveless*, by the addition of suffixes. All these words have a new meaning, and this meaning is expressed by the suffixes. Thus explained, the relation of radical words and suffixes is easily understood. It is that of the *stock* and *graft*, or the *seed* and the *blade*, *stalk* and *ear*. *It is the growth of language as seen in words.*

INSTRUCTION LI.

PREFIXES.

THE things about which we think and talk, appear in time and place. The sun, for instance, rises in the morning in the east, and sets at evening in the west.

They ever appear at rest or in motion. We mark their appearance, and express it by words. Accordingly, we speak of the growth of plants. Grass *grows*. But this growth changes. Now, instead of representing the change by a new word, we represent it by a change in the form of the radical word, growth. The grass *over*grows the walk. *Over*, in this case, is a prefix.

A prefix is a letter or letters added to the beginning of a word, to form a new one with a new meaning; as, close, *in*close. Prefixes occur in all languages. In some cases, they are

prepositions or adverbs. In other cases, they are fragments of words now no longer in use.

English prefixes are numerous. They are also of a mixed character. Some of them are Gothic; others are French; some are Latin, and others still are Greek.

They resemble each other. In many cases, the same prefix appears in all these languages. The Greek *apo*, the Latin *ab*, the French *a*, and the Gothic *of*, or *off*, differ only in form. They are the same prefix.

Prefixes agree in another point. They represent REST and MOTION in time and place, and may be arranged in groups accordingly. The Latin *supra*, for instance, Greek *hyper*, French *sur*, and Gothic *over*, all signify rest or motion above or over something else in time or place. Thus we shall study them.

They are classified thus: Those denoting MOTION *in time and place;* REST AND MOTION *within or between objects in time and place;* REST AND MOTION *out of a place or point of time;* REST AND MOTION *without or beyond a place or point of time;* REST AND MOTION *before or after some place or point of time;* REST AND MOTION *above or below a place or point of time.*

INSTRUCTION LII.

PREFIXES THAT DENOTE REST AND MOTION IN TIME AND PLACE.

In and *en* are the same prefix under two forms. It occurs in Gothic, French, Latin and Greek, and denotes REST and MOTION IN *time* and *place.*

The *n*, in this prefix, is frequently changed into other letters. In Gothic, it becomes *m;* as, *em*bitter: in French, *m;* as, *em*panel: in Latin, *l*, *m*, *r*, *g;* as, *il*lude, *im*pose, *ir*rigate, *ig*noble: and in Greek, *m;* as, *em*phasis. It be-

comes *m* before words beginning with *m*, *b*, *p*; and *l*, *r*, *q*, before words beginning with these letters.

EXERCISE.

GOTHIC.

IN, OR EN.	*In*, or *into*.	MATE, a companion. *In*MATE, one who lodges with another in a house. GRAVE, to carve or cut on wood or stone. *En*GRAVE, to carve or cut *into* wood or stone. *Em*BED, to lay or put *into* a bed.

FRENCH.

EN.	*In*, or *into*.	LARGE, spread out; extended. *En*LARGE, to spread out into large dimensions. *Em*BOTTLE, to put into bottles.

LATIN.

IN.	*In*, or *into*.	*In*HABITANT, one who dwells *in* a place. *In*HABIT, to dwell in a certain place. *Im*BIBE, to drink *in* any thing. *Il*LUMINE, to shine *into*; to enlighten. *Ir*RITATE, to excite heat *in* body or mind. *Ig*NIFY, to make *into* a fire.

GREEK.

EN.	*In*, or *into*.	*En*ERGY, power *in* a person or thing; inherent power. *En*DEMIC, *in* a country or people. *Em*PHASIZE, to speak with force *in* or on certain words.

INSTRUCTION LIII.

PREFIXES THAT DENOTE REST AND MOTION WITHIN OR BETWEEN OBJECTS IN TIME AND PLACE.

THE prefixes, *enter*, *inter* and *intro*, are different forms of the same prefix, and denote rest and motion WITHIN or

BETWEEN objects in time and place. *Enter* is the French form, and is derived from the Latin, *inter*. It sometimes becomes *inter*.

EXERCISE.

FRENCH.

ENTER, OR INTER. { *Within*, or *between*. — *Enter*TAIN, to receive *within* the house and treat hospitably. *Inter*LACE, to weave, or intermix threads *within* one another. *Inter*VIEW, a view *between* persons.

LATIN.

INTER, OR INTRO. { *Within*, or *between*. — *Inter*CEDE, to come *between* parties to reconcile them. *Intro*DUCE, to lead or bring *within* a place; to make known.

INSTRUCTION LIV.

PREFIXES THAT DENOTE REST AND MOTION FROM A PLACE OR POINT OF TIME.

Ab or *a*, *apo*, *a*, and *of* or *off*, are prefixes of the same signification. They denote rest and motion FROM a place or point of time. It is from the *outside* of the place or object in it.

The Greek *apo* is the root of all the others. Indeed, the Latin *ab*, French *a*, and Gothic *of* or *off*, are only different forms of it.

They undergo some changes in being placed before some words. *P* becomes *ph*; as, aphelion: and *ab* becomes *a*; as, *a*vert.

EXERCISE.

GOTHIC.

OFF. { *From*. — SET, to fix or place. *Off*SET, to place off *from* another.

FRENCH.

A.	*From.*	*A*BATE, to beat *from* or down; to lessen.
		*A*VOID, to keep away *from* a thing.

LATIN.

ABS, AB, OR A.	*From.*	*Abs*COND, to hide from view.
		*Abs*ENT, away *from;* as, home.
DE.	*From, or down*	*A*VERSE, turned *from;* disliking.
		*De*PART, to go away *from.*

GREEK.

APO, OR APH.	*From.*	*Apo*LOGY, a discourse *from;* an excuse *from* something.
		*Aph*ELION, from the sun; the place of a planet most distant *from* the sun.

INSTRUCTION LV.

PREFIXES THAT DENOTE REST AND MOTION OUT OF A PLACE OR POINT OF TIME.

THE prefixes, *out*, *a*, *ex* or *e* and *ek*, denote rest and motion OUT OF a place or point of time. They refer to the *inside.*

The *x*, in the Latin *ex*, and the *k*, in the Greek *ek*, are often dropped, and then the prefix is *e* alone. Sometimes the *x* becomes *f;* as, *ef*fete.

EXERCISE.

GOTHIC.

OUT.	*Out of.*	BREAK, to part or divide.
		*Out*BREAK, to break *out of* a place; to shine forth.

FRENCH.

A.	*Out of.*	*A*FRAID, frightened *out of* mind; terrified.

LATIN.

EX, E, OR EF. EC.	*Out of.*	*Ex*CLUDE, to shut *out of* a place. *E*GRESS, a going *out of.* *Ef*FLUX, a flowing *out of.* *Ec*CENTRIC, from or out from the centre.

GREEK.

EC, OR E.	*Out of.*	*Ec*LOGUE, a selection *out of;* a pastoral poem. *Ec*CLESIASTIC, one called *out of;* a person connected with the church. *Ec*LIPSE, a failing *out of;* the darkening or obscuring of light.

INSTRUCTION LVI.

PREFIXES THAT DENOTE REST AND MOTION WITHOUT, OR BEYOND A PLACE OR POINT OF TIME.

THE Latin prefixes, *extra* and *ultra*, *trans* and *preter*, the Greek *para* and *meta*, and the French *tres* and *outre*, in composition, *out*, denote BEYOND, rest and motion on the outside of a place or point of time.

Trans becomes *tra* in some cases; as, *tra*dition.

EXERCISE.

FRENCH.

OUT. TRES.	*Beyond.*	*Out*RAGE, to spoil *beyond* remedy; violence. *Tres*PASS, to go beyond; to transgress.

LATIN.

EXTRA. ULTRA. PRETER. TRANS.	*Beyond.*	*Extra*ORDINARY, *beyond* what is usual. *Ultra*IST, one who goes *beyond* what is moderate. *Preter*NATURAL, *beyond* what is natural. *Trans*ATLANTIC, *beyond* the Atlantic.

GREEK.

PARA. META, OR METH. — *Beyond.*

*Para*DOX, an opinion *beyond* what is true, or appears so.
*Para*PHRASE, an explanation *beyond* the text; an explanation which unfolds fully a passage or book.
*Meta*MORPHOSE, to change *beyond*, or into another form.
*Meth*OD, with, or beyond the way; manner of arrangement.

INSTRUCTION LVII.

PREFIXES THAT DENOTE REST AND MOTION BEFORE OR AFTER SOME PLACE OR POINT OF TIME.

THE prefixes, *ante, pre, pros* and *fore*, denote rest and motion BEFORE, and *post*, AFTER, some place or point of time.

EXERCISE.

GOTHIC.

AND. — *Before.*

*And*IRON, the iron *before* the fire, or brands which support them.

FRENCH.

ANTE. — *Before.*

*Ante*CHAMBER, the room *before* the chief apartment.

LATIN.

ANTE. — *Before.*
*Ante*CEDENT, that which goes *before* another.
*Ante*DATE, a date *before* another date.

PRE. — *Before.*
*Pre*CEDE, to go *before.*

POST. — *After.*
*Post*SCRIPT, something written *after.*

GREEK.

PROS, OR PRO. — *Before.*

*Pros*THESIS, a placing *before;* the placing one or more letters before a word; as, *be*loved.
*Pro*GRAMME, something written *before.*

INSTRUCTION LVIII.

PREFIXES THAT DENOTE REST AND MOTION ABOVE OR BELOW A PLACE OR POINT OF TIME.

THE Latin prefix, *super;* Greek, *hyper;* French, *sur*, and Gothic *over*, denote ABOVE or OVER; and the Latin *sub*, and

subter; Greek, *hypo;* French, *so* or *se;* and Gothic *under*, BELOW or UNDER a place or point of time.

One of these undergoes some changes. *Sub* becomes suc, suf, sup and suc; as, *suc*ceed, *suf*fer, *sup*pose and *suc*cess.

EXERCISE.

GOTHIC.

OVER.	*Over.*	*Over*COME to pass *over;* to subdue.
UNDER.	*Under.*	*Under*RATE, to rate *under* value.

FRENCH.

SUR.	*Over.*	*Sur*CHARGE, to charge *over* much.
		*Sur*MOUNT, to mount above.
SO, SUC.	*Under.*	*So*JOURN, *under* or through a day; a temporary abiding in a place.
		*Suc*COR, to run under; to come to one's aid.

LATIN.

SUPER. SUPRA.	*Above, or over.*	*Super*NATURAL, *above* what is natural.
		*Supra*MUNDANE, above the world.
SUB.	*Under.*	*Sub*MARINE, *under* the sea.
		*Suc*CUMB, to sink *under.*
		*Sug*GEST, to carry *under;* to hint any thing.
		*Sup*PORT, to bear up *under.*
		*Sus*TAIN, to bear *under;* hold up.

GREEK.

HYPER.	*Above.*	*Hyper*CRITIC, one who is critical *above* measure.
HYPO.	*Under.*	*Hypo*CRITE, one *under* a mask; one who feigns to be what he is not.

INSTRUCTION LIX.

PREFIXES THAT DENOTE REST OR MOTION ABOUT A PLACE OR POINT OF TIME.

Circum, amb, peri, amphi and *coun*, denote rest and motion ABOUT a place or point of time.

EXERCISE.

FRENCH.

COUN. { *About.* *Coun*TRY, the land *about* a city; a tract of land. *Coun*CIL, an assemblage of men called to consult *about* a thing.

LATIN.

CIRCUM OR CIRCU. { *About.* *Circum*JACENT, lying *about* or round. *Circum*NAVIGATE, to sail *about* the world.

AMB, OR AM. { *About.* *Amb*IENT, going about, surrounding. *Am*PUTATE, to cut *round;* to cut off.

GREEK.

PERI. { *About.* *Peri*CARDIUM, a skin *round* the heart. *Peri*CARP, a skin *about* fruit.

AMPHI. { *About.* *Amphi*THEATRE, the place where one can see *around;* a kind of circular theatre.

INSTRUCTION LX.

PREFIXES THAT DENOTE REST OR MOTION AGAINST, IN PLACE AND TIME.

THE Latin prefixes, *contra* and *ob;* Greek, *anti;* French, *counter;* and Gothic, *gain*, denote rest or motion AGAINST, in place and time. *Ob* undergoes some changes of form. It becomes *oc, of*, and *op;* as, *oc*cur, *of*fend, *op*pose.

EXERCISE.

GOTHIC.

GAIN. { *Against.* *Gain*SAY, to speak against.

FRENCH.

COUNTER.	*Against.*	*Counter*PART, the part opposite or *against.* *Counter*POISE, to weigh *against* with equal weight.

LATIN.

CONTRA, OR CONTRO.	*Against.*	*Contra*DICT, to speak *against.* *Contro*VERT, to turn *against;* to dispute.
OB.		*Ob*JECT, to cast *against;* oppose. *Oc*CUR, to run *against;* to happen. *Of*FENSE, a striking *against*; injury. *Op*POSE, to place *against.*

GREEK.

ANTI.	*Against.*	*Anti*-CHRIST, one who is *against* Christ. *Ant*ARCTIC, against or opposite the Arctic or North.
CATA, OR CATH.	*Against, or down.*	*Cata*BAPTIST, one who is against a Baptist.

INSTRUCTION LXI.

PREFIXES THAT DENOTE REST AND MOTION THROUGH A PLACE AND TIME.

THE Latin *per*, Greek *dia*, and French *par*, denote THROUGH, or thoroughly, in place and time.

EXERCISE.

FRENCH.

PAR.	*Through or above.*	*Par*DON, to give *through;* forgive. *Par*AMOUNT, *through*, and above all.

LATIN.

PER.	*Through.*	*Per*VADE, to go or pass *through.* *Per*FECT, made *through*, or thoroughly.

GREEK.

DIA.	*Through.*	*Dia*METER, the measure *through* a circle.

INSTRUCTION LXII.

PREFIXES THAT DENOTE REST AND MOTION FORWARD AND BACKWARD, IN PLACE AND TIME.

THE prefixes, *pro*, *pros*, *pur* and *fore*, denote rest and motion FORWARD; and *retro*, *re* and *ana*, BACKWARD or again.

EXERCISE

GOTHIC.

FOR. { *Forth or forward.* *For*WARD, to go forth or *forward.*

FRENCH.

PUR. { *Forward.* *Pur*LOIN, to carry forth or *forward;* to steal.
*Pur*SUE, to go *forward* after a thing.

LATIN.

PRO. { *Forward.* *Pro*MOTE, to move *forward;* to advance.
RETRO. { *Backward.* *Retro*CEDE, to go *backward.*
RE. { *Again.* *Re*PEAT, to strike *again*, or back; to do *again.*
*Re*CEDE, to go *back.*

GREEK.

PROS. { *Forward.* *Pros*ELYTE, one who comes *forward;* a convert.
ANA. { *Back.* *Ana*LYSIS, the loosing or separating a thing *back* to its elements.

INSTRUCTION LXIII.

PREFIXES THAT DENOTE APART OR SEPARATION IN TIME AND PLACE.

Dis and *se*, both Latin, denote APART or *separation* in time and place. *Dis* becomes *di* before a consonant, and sometimes has *s* changed into *f;* as, *dif*fident.

EXERCISE.

LATIN.

DIS.	*Apart.*	*Dis*TRACT, to draw *apart;* to divide the attention.
DIF, OR DI.	*Apart.*	*Dis*PEL, to drive *apart.*
	Apart.	*Di*GRESS, to go *apart* from the subject.
SE.	*Apart.*	*Se*CEDE, to go *apart.*
SEMI.	*Apart.*	*Semi*CIRCLE, *half* a circle.

INSTRUCTION LXIV.

PREFIXES THAT DENOTE REST AND MOTION TOGETHER, IN TIME AND PLACE.

Con and *syn* denote rest and motion TOGETHER, in time and place. Both undergo changes of form. *Con* becomes *co*, *cog*, *col*, *com*, and *cor*. *Syn* becomes *sy*, *syl*, *sym*. *Juxta* may be placed in this group; it means NEAR, or side by side.

EXERCISE.

LATIN.

CON.	*Together*	*Con*VENE, to come *together.*
	Together	*Co*HERE, to stick *together.*
	Together	*Cog*NATE, born *together.*
	Together	*Col*LECT, to gather *together.*
	Together	*Com*MIX, to mix *together.*
	Together	*Cor*ROBORATE, to strengthen together.
JUXTA.	*Near with.*	*Juxta*POSITION, a position *near with* another.

GREEK.

SYN.	*Together.*	*Syn*THESIS, a placing *together.*
	Together.	*Sym*PATHY, a feeling with another, or *together.*
	Together.	*Syl*LABLE, letters taken together; a part of a word.

INSTRUCTION LXV.

PREFIXES THAT DENOTE REST OR MOTION TO OR UPON, IN TIME AND PLACE.

THE prefixes, *ad*, *epi*, *a* and *on*, denote rest and motion TO or UPON, in time and place. *Ad* undergoes many changes, and appears in the forms of *ac*, *af*, *ag*, *al*, *an*, *ap*, *ar*, *as*, *at*, and *a*. *Para* means side by side, but is commonly used for upon.

EXERCISE.

GOTHIC.

ON. { *To or upon.* *On*WARD, to turn *to;* to advance.

LATIN.

AD. { *To or upon.*
*Ad*JOIN, to join *to.*
*Ac*CREDIT, to give credit *to.*
*Af*FIX, to fasten *to.*
*Ag*GRESS, to go *to* or against.
*Al*LOT, to assign *to.*
*An*NEX, to bind *to.*
*Ap*PEND, to hang on or *to.*
*Ar*ROGATE, to claim *to* oneself.
*As*SAIL, to leap upon, to attack.
*At*TEST, to bear witness *to.*
*As*CRIBE, to mark down *to.*

GREEK.

EPI. { *To or upon.* *Epi*TAPH, a writing *upon* a tombstone.

PARA. { *Upon, side by side.* *Para*SITE, one who feeds by *the side* of another, or who lives *upon* another.

INSTRUCTION LXVI.

PREFIXES THAT DENOTE DESTITUTION OF, IN TIME AND PLACE.

THE prefixes, *un*, *a*, *an* and *in*, denote destitution of, or WITHOUT, in time and place. *Un* sometimes appears in the form of *in*. *In* takes the form of *en*, *em*, *il*, *ig*, and *ir*.

EXERCISE.

GOTHIC.

UN.	*Not, or without.*	*Un*BIND, to unfasten, and leave *without* being bound.
		*Un*HOLY, without, or not holy.

LATIN.

IN.	*Not, or without.*	*In*ACTIVE, *not* active; without activity.
		*Im*PLACABLE, not to be appeased.
		*Ig*NOBLE, not noble; without nobility.
		*Il*LEGAL, not legal.
		*Ir*REVERENT, not reverent; without reverence.
NON.	*Not.*	*Non*ENTITY, not an entity, or being.
SINE.		*Sine*CURE, without care; an office without care.

GREEK.

A, OR AN.	*Without.*	*A*TOM, that can *not* be cut; without divisibility.
		*An*ARCHY, without government or order.

INSTRUCTION LXVII.

PREFIXES THAT DENOTE WELL OR ILL, IN TIME AND PLACE.

Eu, *bene*, *male* and *dys*, denote *well* or *ill*, in time and place. *Eu* and *bene* denote WELL; *male* and *dys*, ILL or badly.

EXERCISE.

LATIN.

BENE.	*Well.*	*Bene*VOLENCE, a wishing *well.*
MALE, OR MAL.	*Ill.*	*Male*VOLENCE, a wishing *ill.*
		*Mal*TREAT, to treat *ill.*

GREEK.

EU.	*Well.*	*Eu*LOGIST, one who praises *well.*
DYS.	*Bad or ill.*	*Dys*PEPTIC, bad or evil digestion.
		*Dys*PHONY, a bad or evil voice.

INSTRUCTION LXVIII.

THE RELATION OF PREFIXES TO RADICAL WORDS.

THERE is an interesting relation between prefixes and radical words, and one that must be understood in order to have a correct knowledge of either. It is the relation of *rest* and *motion* in time and place.

A radical word, it will be remembered, is one that gives rise to other words. It does so by the aid of suffixes and prefixes. ABLE, for instance, in this way, gives rise to able*ness*, abl*y*, and *un*able.

A prefix, as already defined, is a letter or letters added to the beginning of a word to form a new one with a new meaning. *De*, for instance, is placed before PART, and forms the word, *de*part.

The words, *able* and *part*, in these instances, are radical words, and stand for things about which we think and talk. They are *representatives* of the things, and in language are treated as things themselves. They must accordingly appear at rest or in motion, and in some time and place. Prefixes commonly express these things. They point out the relation of the radical word to rest or motion in time and place. This is simple and interesting.

It may be illustrated. The word, *alpine*, stands for what *pertains* to the Alps, a range of mountains in Europe. I place *trans* before it, and form the word, *trans*alpine, which means *beyond* or on the other side of the Alps : *cis*alpine means on this side. *Ordinary* is any thing that is usual ; *extra*ordinary is what is *beyond* the usual. *Date* is the mark of time, or the act of marking it. *Ante*date is the date *before* the true one. In these instances, prefixes point out

the relations of words to each other in place and time, and give us an interesting view of the growth of language.

INSTRUCTION LXIX.

ENGLISH ORTHOËPY AND ORTHOGRAPHY.

ENGLISH orthoëpy and orthography treat of the *spoken* and *written English* word. The former addresses the *ear*, and deals in the *sounds* of our language; the latter addresses the *eye*, and deals in the *letters* by which these sounds are written.

Orthoëpy and orthography, as thus presented, are closely related, and should be almost the same. But this is seldom the case. The speaking and spelling of English words differ widely.

The difference between English orthoëpy and orthography may be explained. It arises out of the following facts:

1. We have only *twenty-two* distinct letters to represent the *forty* simple sounds of our language. See Inst. XXI.

2. The words of our language have come to us from various sources, and retain much of their national form or orthography.

3. The early writers on this subject were guided solely by the ear, and were very careless. Many errors have come down to us from this source.

4. Expedients have been devised to mark long syllables, and distinguish words that are sounded alike.

The difference between English orthoëpy and orthography, just pointed out and accounted for, has raised some difficulties in the way of their study. These difficulties require marked attention. They may be presented under the following heads or topics:

1. Different sounds of the same letter.
2. Medial sounds, or vocal synonymes.
3. The doubling of sounds and letters.
4. Silent letters.
5. Accent and orthoëpy.
6. Quantity and orthoëpy.
7. Spelling.
8. Articulation.
9. Enunciation.
10. Pronunciation.

INSTRUCTION LXX.

DIFFERENT SOUNDS OF THE SAME LETTER.

THE same letter in English has often more than one sound. This is a serious difficulty in learning the orthoëpy and orthography of our language. Written exercises, and the careful imitation of those who pronounce the English language correctly, alone can overcome it.

The letters that impose this difficulty upon us, should be known, and the difficulty itself surmounted by practical exercises.

1. A has four sounds; as heard in f*a*ther, m*a*t, f*a*te, f*a*ll.
2. E has two sounds; as heard in m*e* or m*e*te, m*e*t.
3. I has two sounds; as heard in p*i*ne, p*i*n.
4. O has two sounds; as heard in n*o*te, n*o*t.
5. U has three sounds; as heard in t*u*be, t*u*b, b*u*ll.
6. W is sometimes a vowel and sometimes a consonant, and has the sound of *weh*, as in *w*in; *u* in dre*w*, ne*w*, and no*w*. When followed by *h*, the *h* is pronounced before it; as, what, hwat; when, hwen.

7. Y is both a consonant and vowel, and has the sound of *yeh*, as in *y*e, *y*outh; and of *e*, as in cit*y*, societ*y*.

8. C has the sound of *s* before e, i, y; as in *c*ity, *c*entre, *c*ymbal; and of *k* before a, o, u; as in *c*ake, *c*ut, *c*one; of *sh*, as in o*c*ean, spa*c*ious; and of *z*, in discern, suffice.

9. Ch has the sound of *tsh*, as in *ch*urch; of *k*, as in *ch*orus, and of *sh*, as in mac*h*ine.

10. D has a flat sound, as in *d*ead; also the sound of *t*, as in cracke*d*, wipe*d*.

11. G has the sound of *geh* before a, o, u; as in *g*ave, *g*o, *g*un; and the sound of *j* before e, i, y; as in *g*em, *g*in, *g*yrate.

12. Gh has the sound of *geh*, as in *gh*ost; of *f* in lau*gh*; of *k* in hou*gh*; or is silent, as in plou*gh*.

13. J has the sound of *dzh*, as in *j*est; of *y* in hallelu*j*ah.

14. L has the sound of *le* at the beginning, and of *el* at the end of words and syllables; as in *l*ull, *l*ip, trave*l*.

15. Q has the sound of *kw*, as in *q*ueen.

16 R has the sound of *rha* at the beginning, and of *ar* at the end of a word or syllable; as in *r*ap, fa*r*.

17. S has the sound of *seh* at the beginning, and of *ess* at the end of a word or syllable; as, *s*ip, le*ss*; and also the sound of *z* in day*s*, be*s*om; *sh* in *s*ure, and *zh* in vi*s*ion, u*s*ual.

18. T has the sound of *teh*, as in *t*ouch; of *sh* in par*t*ial, and of *ch* in ques*t*ion.

19. Th has a hard sound, as in *th*in; and a soft one, as in *th*ine.

20. Z has the sound of a gliding *zeh*, as in *Z*ion, *z*one; and of *zh* in a*z*ure.

INSTRUCTION LXXI.

MEDIAL SOUNDS, OR VOCAL SYNONYMES.

THE *forty* simple sounds of our language are not always represented by the same letters, or combinations. Other letters, in certain cases, take their place, and have all the features of vocal synonymes.

Vocal synonymes are letters or combinations of letters that have the same or similar sounds. They are known also as medial sounds, because they come between the others.

The medial sounds, or vocal synonymes of our language, are quite numerous. They can be learned only by a careful imitation of correct speakers. Foreigners rarely can acquire them.

1. A, as in father, has for its synonymes, *ea*, *au*, *ua* and *ah;* as in h*ea*rt, *au*nt, g*ua*rd, *ah*.

2. A, as in fat, has for its synonymes, *aa*, *ai*, *ua;* as in Is*aa*c, pl*ai*d, g*ua*rantee.

3. A, as in fate, has for its synonymes, *aa*, *ai*, *ay*, *ea*, *ei*, *ey*, *au;* as in *A*aron, p*ai*n, b*ay*, gre*a*t, re*i*gn, pr*ey* and g*au*ge.

4. A, as in fall, has for its synonymes, *aw*, *au*, *o*, *oa*, *ou;* as in l*aw*, c*au*l, cost, bro*a*d, *ou*ght.

5. E, as in theme, has for its synonymes, *ee*, *ea*, *œ*, *ei*, *eo*, *ey*, *œ*, *ie*, *oi*, *y* and *i;* as in f*ee*t, f*ea*r, Cæsar, dece*i*t, p*eo*ple, k*ey*, fœtid, ch*ief*, chamo*is*, cit*y*, and mach*ine*.

6. E, as in them, has for its synonymes, *ee*, *ai*, *œ*, *ea*, *ei*, *ie*, *eo*, *oi*, *ua*, *a;* as in b*ee*n, ag*ai*n, Dædalus, h*ea*d, h*ei*fer, fr*ie*nd, l*eo*pard, conver*si*on, victu*a*ls, *a*ny.

7. I, as in pine, has for its synonymes, *y*, *ei*, *ie*, *ey*, *oi*, *ui*, *uy;* as in m*y*, h*ei*ght, d*ie*, *eye*, cho*ir*, g*ui*de, b*uy*.

8. I, as in pit, has for its synonymes, *y*, *ai*, *ei*, *ie*, *oi*, *ui*, *ee*, *o*, *u;* as in c*y*st, capt*ai*n, surf*ei*t, s*ie*ve, tort*oi*se, g*ui*lt, br*ee*ches, w*o*men, b*u*sy.

9. O, as in note, has for its synonymes, *oo*, *au*, *eau*, *eo*, *ew*, *oa*, *oe*, *ou*, *ow*; as in d*oo*r, h*au*tboy, b*eau*, y*eo*man, s*ew*, bo*at*, f*oe*, m*ou*ld, sh*ow*.

10. O, as in not, has for its synonymes, *eo*, *ou*, *a*; as G*eo*rge, c*ou*gh, wh*at*.

11. OO, as in fool, has for its synonymes, *o*, *oe*, *ou*, *wo*, *u*; as in m*o*ve, sh*oe*, s*ou*p, t*wo*, p*u*ll.

12. U, as in m*u*le, has for its synonymes, *eu*, *eau*, *ew*, *ieu*, *iew*, *ue*, *ui*; as in f*eu*d, b*eau*ty, d*ew*, ad*ieu*, v*iew*, h*ue*, j*ui*ce.

13. U, as in but, has for its synonymes, *o*, *oo*, *eo*, *io*, *iou*, *oe*, *ou*; as in l*o*ve, fl*oo*d, surg*eo*n, cush*io*n, prec*iou*s, d*oe*s, t*ou*gh.

14. OI, as in oil, has for its synonyme, *oy*; as in b*oy*.

15. OU, as in house, has for its synonyme, *ow*; as in *ow*l.

INSTRUCTION LXXII.

THE DOUBLING OF LETTERS.

DOUBLE consonants sometimes appear in English orthography. They appear in such words as mossy, batter, stabbing. If we pronounce these words, double sounds will be heard.

This doubling of consonants is somewhat interesting. It forms, however, no part of the spelling of such words as it appears in. The doubling of the sound is *an organic necessity*. It is forced upon us.

If I sound the word, *map*, the organs of voice close at the seat of the consonant, *p*; and if I attempt to sound a syllable following this, that begins with a vowel, I am forced to repeat the *p*, as in mapping. This doubling of the sounds of consonants is represented to the eye in double consonants. These appear in such words as platter, soulless, tatters, rattle, cattle, pudding, sinning.

The doubling of consonants should be carefully distinguished from *double consonants.* Double consonants appear in compound and derivative words, when the root ends and the suffix begins with the same letter. This is the case in the following words: innate, unnatural, adduce, sea-port-town.

INSTRUCTION LXXIII.

SILENT LETTERS.

ORTHOGRAPHY, we have said, represents orthoëpy imperfectly. Letters often appear in the written word which are silent in the spoken one. This is most frequently the case in borrowed words—words received from the French and Greek languages.

Silent letters form one of the difficulties in orthoëpy and orthography. This difficulty yields to written exercises in spelling, and the careful imitation of those who pronounce our language correctly.

In addition to what has already been gathered up on this subject in the last two instructions, a few more particulars may be stated. There are a few silent letters that claim our attention.

1. E is commonly mute or silent at the end of words; as in mine, time, lone, fate.

2. H is sometimes silent at the beginning of words; as, *h*onor, *h*our, *h*umor.

3. G is sometimes silent; as in *g*naw, phle*g*m.

4. B is often silent; as in com*b*, de*b*tor, lam*b*.

5. Ch is sometimes silent. It is so in dra*ch*m.

6. L is silent before k; as in ba*l*k, cha*l*k; and in some other words; as, cou*l*d, wou*l*d.

7. N is silent after m and l; as in hym*n*, kil*n*.

8. P is silent in some words; as, *p*salm, em*p*ty, *p*neumatic.

INSTRUCTION LXXIV.

ACCENT AND ORTHOËPY.

If I pronounce the word, *presume*, I lay greater stress upon the syllable, *sume*, than on *pre*. This stress is called accent.

Accent is stress of voice on a syllable or syllables of a word. This subject has been presented. See Inst. XXV. In addition to what was said there, a few more things may be added here.

1. The accent may be on the first or second syllable of words of two syllables; as, árgue, wórship, fóolish, líar, harpóon, invént, rely´, attáin.

2. The accent may be on the first, second or third syllable of words of three syllables; as, pítiful, mérrily; endéavor, replénish, disáble; cavaliér, disengáge.

3. Words of more than three syllables, may have the accent on the first, second, third, or fourth; as, íncapacity, unfátherly, trigonómetry, experiméntal, aúdibleness.

Accent plays an important part in distinguishing a large class of words of two syllables, that may be nouns or verbs. The noun has the accent on the *first* syllable; the verb has it on the *second*.

cónfine,	confíne.	présent,	presént.
ínsult,	insúlt.	rébel,	rebél.
prótest,	protést.	désert,	desért.

INSTRUCTION LXXV.

QUANTITY AND ORTHOËPY.

The quantity of English syllables requires more attention than is commonly given to it. The time taken up in

pronouncing them differs. In some cases, it is longer than in others. This is quantity.

Quantity is length of time in uttering a syllable, and is long or short. It depends upon the vowels chiefly. It depends also upon the consonants.

1. Quantity depends upon the vowels. All vowels are long or short. They are long, when they are free to vanish away; as in so, Cato, father: they are short, when part of their sound is cut off; as in robber, bed, pit.

LONG VOWELS.	SHORT VOWELS.
A as in father.	A as in bat.
A as in fate.	
E as in mete, EE as in feet.	E as in bed.
O as in note.	O as in not.
OO as in fool.	
U as in tube.	U as in tub.

The diphthongs *oi* and *ou* are long, as in boil, house.

All syllables in which a long vowel appears are long; as, tooth, lute, Plato.

2. The quantity of syllables does not altogether depend on the vowels. If it did, short vowels would form short syllables. This is not always the case. The words, *bin* and *fin*, are short. They become long by the addition of *d;* as, *bind*, *find*.

Quantity, then, or the length of syllables, is ascertained in two ways—by the *length of the vowels*, or by *the vowels and consonants taken together*.

INSTRUCTION LXXVI.

SPELLING.

SPELLING is representing a word by its proper simple

sounds or letters. It may be oral or written. I may, for instance, spell the word *man*, by uttering the sounds of m, a, n, or by writing the letters in the following order: *man*. The latter is spelling it by writing the letters that represent its simple sounds. It is the only certain way of learning the orthography of English words.

Oral spelling should not, on this account, be neglected. But then it should be oral spelling. The true sound of each letter should be given, not as it appears in the alphabet, but in the word to be spelled. Instead of spelling *chin*, ce, aitch, i, en, the child should spell it thus: cheh, ih, en. Oral spelling, conducted in this way, would have a meaning and a use.

The subject of spelling, as thus stated, has its difficulties. These have arisen from the carelessness of early writers on orthography, and the introduction of many foreign words into our language, with much of their national orthography. These difficulties are most readily overcome by written exercises. The eye soon becomes familiar with the forms of words.

In these exercises we need some directions. These are furnished in the following rules:

1. No rules can be given for spelling radical words. The ear and eye are our guides.

2. Derivative words are subject to rules, which should be faithfully committed to memory.

THE OMISSION OF LETTERS.

RULE I.

The final *e* of a radical word is commonly rejected, when the suffix begins with a vowel; as, sale, salable.

RULE II.

The final *i* of a radical word is rejected, when the suffix begins with *i;* as alkali, alkalize.

RULE III.

The final *y* of a radical word, when preceded by the letter *t*, is commonly rejected before a suffix beginning with *a* or *o;* as, purity, puritan.

RULE IV.

Words ending in *er* or *or*, often reject the *e* or *o* before a suffix commencing with a vowel ; as, victor, victrix.

RULE V.

Words ending in *le*, preceded by a consonant, reject these letters before the suffix, *ly;* as, idle, idly.

RULE VI.

Words ending in *ate*, reject these letters before the suffix, *cy;* as, private, privacy.

RULE VI .

Words ending in *ant* or *ent*, reject *t* before the suffixes, *ce* and *cy;* as, dependent, dependence; verdant, verdancy.

THE DOUBLING OF LETTERS.

RULE I.

The final consonant of a word of one syllable, preceded by a single vowel, is doubled before a suffix beginning with a vowel; as, spot, spotted; map, mapping.

RULE II.

The final consonant of any word, accented on the last syllable and preceded by a single vowel, is doubled before a suffix beginning with a vowel; as, occur, occurrence.

THE CHANGING OF LETTERS.

RULE I.

The final *y* of a radical word, preceded by a consonant, is commonly changed into *i*, and sometimes into *e*, before a suffix; as, happ*i*ness, beaut*e*ous.

RULE II.

Words ending in *f*, or *fe*, commonly change *f* into *v*, before a suffix beginning with a vowel; as, wi*f*e, wi*v*es, mischie*f*, mischie*v*ous.

THE ADDITION OF LETTERS.

RULE I.

Words ending in *ble*, take *i* between *b* and *l*, before the suffixes *ity* and *ities;* as, able, ability.

Suffixes frequently take a letter or letters to connect them with the radical. These connecting letters can be learned by careful observation alone.

The rules given above will be of some use in acquiring a correct orthography. And yet, the whole subject can be mastered more agreeably in written exercises, the instructor pointing out the principles embraced in them as they are needed, and showing their application.

INSTRUCTION LXXVI.

ARTICULATION.

Articulation is the joining of the parts of the organs of speech to form the meaning sounds of our language. It requires us to attend to the *position* and *action* of the tongue, teeth and lips.

Articulation requires much care, especially in the English language. The mixed character of our language, and the various combinations of consonants, render this exercise a difficult one.

Articulation requires attention to the following things:

1. A full supply of air in the lungs.

2. The right position of the parts of the organs of speech, before each sound is made.

3. The vigorous expulsion of the air from the lungs.

4. A deliberate, careful and forcible use of each part of the organs of speech—the glottis, palate, tongue, teeth and lips.

INSTRUCTION LXXVII.

ENUNCIATION.

Enunciation is the act of throwing out the voice from the lungs, and modifying it by the tongue, palate, teeth and lips. It is the mode or way of giving out sounds. Thus, the words, *lull* and *soothe*, are enunciated with a smooth gliding voice: *pierce* and *perish* are enunciated with a severe and impulsive voice.

Enunciation deserves our serious care. It gives life and expression to speech. It is commonly attended with errors. Among these, we would direct attention to the following

three: *feebleness*, the *omission* of some letters and the *obscureness* of others.

1. *Feebleness.* The air is too often expelled from the lungs without any energy. Feebleness marks the sounds that are made. To remedy this, use the *tongue*, *teeth* and *lips* forcibly.

2. *Omission of letters.* The omission of letters or sounds is a common error. It arises from *hurry* and *feebleness.* It may be illustrated. It is common to omit *d* in and; *f* in of the; *e* in believe, delight, every, several, and travel. These are only a few instances.

3. *Obscureness of sound.* The sounds of the voice are in many cases very obscure. One sound is run into another; or what is far worse, a sound is uttered which is unknown to our language. All this arises from *carelessness*, *hurry* and *feebleness* in the use of the several parts of the organ of speech. *E* is changed into *u*, as, mom*u*nt; *a* into *u* or *i*, as, defend*i*nt; *o* into *u*, as in mother; dropping *g* in *ng*, as, sleepin'; *r* in far, war; sounding *y* like *e*, as cite, societe, for city and society; and adding *r*, as in idear, the lawr of. These are a few of the many errors that attend upon an obscure enunciation.

Exercises in the deliberate and forcible use of the organ of speech, are useful in this connection. If carefully executed, they will remove such errors of enunciation as have been pointed out. We give, for this purpose, a few combinations of consonants:

1. Clime, blame, flew, spleen, slew.
2. Brew, frown, dread, spring, stray, shriek.
3. Bold, hold, gulf, silk, toils, melt.
4. Gleams, screams, bank, once.
5. Barb, hark, scar, mast, corks.
6. Lisp, canst, midst, laughedst, walkedst.

7. Able, travel, every, several, memory.
8. Sing'st, sings, singing, weeping, sleeping.

INSTRUCTION LXXIX.

PRONUNCIATION.

Pronunciation is the act of giving the true sound of letters in words, and the true accent and quantity of syllables. It includes the knowledge and practice of all that we have said in the last ten instructions.

1. Pronunciation attends to the exact sounds of letters in words. Letters, as they appear in words, undergo some changes. They have different sounds. *A*, for instance, may be *ā*, *ă*, *ah*, or *aw*; as in fate, hat, father, law.

2. Pronunciation attends to accent. Accent or stress of voice may be placed on any syllable. It should be on the right one; as, pérfume, scent; perfúme, to scent.

3. Pronunciation attends to the quantity of vowels and syllables. This is a nice point, and adds much beauty to speech.

To apply these principles is no easy task. Errors are common. Our best guides are good society and a good dictionary. Good society will educate the ear and supply models for imitation: a good dictionary will be the standard by which we settle all doubts. It should be our table companion.

INSTRUCTION LXXX.

A SURVEY OF THE MATERIALS OF THE GOTHIC, CELTIC, FRENCH AND CLASSIC WORDS OF THE ENGLISH LANGUAGE.

THE materials of the engrafted elements of our language, are now in the possession of the pupil. If he has passed

over the first part with care, he is ready to pause at this point, and take a survey of his course before he enters upon the second part—the application of all the materials he has gathered up.

Part of his course lies behind him. He sees, at the beginning, the steps by which he was led into orthography and a knowledge of its elements. Nearer lie the histories of the engrafted portion of his language. The subject of *etymology* is prominent. *Terminations*, *suffixes* and *prefixes* rise to view again, arranged in groups, the ready materials by which thousands of words are to be formed from a few roots.

According to the computation of some, the entire words of the English language, including all the scientific terms, amount to the prodigious number of ONE HUNDRED THOUSAND. Perhaps, it is a better estimate, which makes them SEVENTY or EIGHTY THOUSAND. Some FIFTY THOUSAND of these words are derived from the Latin and Greek languages.

In the English language there are not more than TWO HUNDRED prefixes, suffixes and terminations; and FIFTY of these, belong to the Anglo-Saxon portion of the language. The whole radical words are not over TEN THOUSAND.

It is acknowledged that there are in the English language, fifty thousand words of Latin and Greek extraction; and that not more than two thousand of these are radical words; that THIRTEEN THOUSAND of these FIFTY THOUSAND come from two hundred roots, and two thousand four hundred are derived from only TWELVE roots. For instance, the Latin word, *traho*, *to draw*, forms TWO HUNDRED AND TEN words, and *facio*, to *make* or *do*, FIVE HUNDRED words.

These statements are too striking to be passed over carelessly. They point out the great importance of a correct knowledge of suffixes and prefixes, and their relations to

our language. The earnest attention of the pupil should be given to the materials of orthography.

INSTRUCTION LXXXI.

THE COLLECTED MATERIALS OF THE HAND-BOOK.

THE materials of the Hand-Book of the Orthography of the Gothic, Celtic, French, Latin and Greek words of our language are now before us. The collection is made.

At this point, we may pause and look upon the collection. It consists of some radical words, terminations, suffixes and prefixes, of Gothic, French, Latin and Greek origin. With these materials more than forty thousand words in the English language are formed.

From the collection, we may look back upon our course in making it. It is a course of discovery. Before we entered upon it, we were in the habit of using words, but knew not from whence they came. Their origin and structure were hidden things.

Now it is otherwise. We know that our language is a mixed one. We know also that the words composing it are of Anglo-Saxon, Gothic, Celtic, French, Latin and Greek origin. So are the suffixes and prefixes. And now, when words fall upon the ear about the fireside, or meet the eye on the printed page, we think of their descent.

The studies on which we are about to enter will bring to view much knowledge of the same character. The relations of the elements composing our language will be observed. The Anglo-Saxon is the basis. The Gothic follows, and then the French and Classic. So the structure of our language arose, and so it should be studied.

The nature of each element will be learned. The Anglo-

Saxon, with the kindred Gothic, relates to the heart, home, and the senses; the French to law, products of art and taste; and the Latin and Greek to the arts and sciences. The blending of all forms a rich language.

These elements await us in groups. They are arranged under leading topics of thought, such as home, the house, farm. At each step we will find assemblages of words. The Gothic, French, Latin and Greek appear in their places. Side by side, and connected with things, they appear on the printed page. At every step, we will see where the Anglo-Saxon, our mother-tongue, was rich, and where poor, and from what sources she borrowed the needful word. Comparisons will be made, and the child, before he is aware, will find himself a young philologist.

SECOND PART.

STUDIES IN ORTHOGRAPHY.

STUDIES IN ORTHOGRAPHY.

CHAPTER I.

THE STUDIES EXPLAINED.

THE studies on which we are about to enter, relate to orthography, or CORRECT WRITING. They respect *written words* of Gothic, Celtic, French, Latin and Greek origin. Beyond this, in no case, shall they pass.

Such studies are not altogether unknown. The child, long before this work is placed in his hand, is somewhat acquainted with every thing in orthography. The *sounds* of human speech, and the *letters* that represent them; words and syllables; *accent* and *quantity; definition* and the *use* of words, are in some degree known. He can *spell* and *write* words, separate them into parts, point out the radical word, prefixes and suffixes; and in some cases, at least, trace them to their source. He knows these things. Still, there is more to be known. JOHNSON, and WALKER, and REID, in England; and WORCESTER and WEBSTER, in America, have brought to view almost all that is important about the

words of our language. LATHAM and TRENCH have added much that is valuable. The fruits of these laborers are to be gathered and stored up for future use.

CHAPTER II.

THE SCOPE OF THESE STUDIES.

STUDY, in all cases, is nearly the same. *It is the placing of the mind steadily on a thing for the purpose of examining it.* Such it is in orthography.

Disarm, for instance, is to be studied. The mind is steadily placed upon it through the senses of *hearing*, *seeing* and *touch*, and proceeds to examine it. The word is pronounced, written, divided into two syllables and accented on the second. Thus, *dis-árm.* It is now analyzed, or resolved into its parts, the prefix, *dis*, and the radical word, *arm.* The sense of these is next determined. *Dis* means separation, and *arm* means a weapon, or *to furnish with a weapon.* Disarm, then, means to separate, or take away arms or weapons. The general, for instance, disarms the rebels. The word is of Latin origin.

In this instance, we have the *scope*, or extent of studies in orthography. The particulars may be separately stated.

1. *Pronunciation.* The word is to be pronounced with due attention to articulation, syllables and accent; as, *dis-árm-ing.*

2. *Orthography.* The word is to be represented by its proper sounds or letters, and the syllables and accent marked; as, *tý-rant.*

3. *Classification.* Words are to be divided into *radical* or *derivative*, *simple* or *compound;* as, *leaf*, *leafless; ship*, *shipwreck.*

4. *Formation.* The formation of derivative words by prefixes, as, *un*kind; suffixes, as, mind*ful*; and terminations, as, man's; prefixes and suffixes, as, *un*gain*ly*, demands marked attention. Compound words are made by the union of two or more simple ones; as, *lap-dog,* and should be analyzed.

5. *Meaning.* The sense of the word is to be ascertained. This requires attention to every part; as, *unrighteousness*, which means in a state not right.

6. *Use.* Words have a use in forming sentences, which requires notice; as, The *ungodly* shall not stand in the judgment.

7. *National Origin.* Each word is to be referred to the language from which we have borrowed it; as, *author*, a word of Latin origin.

8. *History.* Words are history, and should be studied as such. Attention, in this case, is to be given to their *origin* and *growth*, and perhaps, *decay*. *Insult*, for instance, is a Latin word. It is composed of the prefix, *in*, which means *upon*, and *sult*, a radical word not used in our language, which means *to leap*. Insult means to leap upon, then to strike against, and now to give offense in any way.

"The history of words is the history of trade and commerce. Our very apparel is a dictionary. They tell us of the 'bayonet,' that it was first made at Bayonne; 'cambrics,' that they came from Cambray; 'damasks,' from Damascus; 'arras,' from a city of the same name; 'cordwine,' or 'cordova,' from Cordova; 'currants,' from Corinth; the 'guinea,' that it was originally coined of gold brought from the African coast so called; 'camlet,' that it was woven, at least in part, of camel's hair. Such has been the manufacturing progress, that we now and then send calicoes and muslins to India and the East; and yet the

words give standing witness that we once imported them thence; for 'calico' is from Calcut, and 'muslin' from Mosul, a city in Asiatic Turkey."

CHAPTER III.

THE USE OF SUCH STUDIES.

THE use of studies in orthography cannot be hidden from any one. By them, orthography is known; and by orthography, we can make the thoughts and feelings of the soul *visible*, and discourse on paper. The transactions of business can be carried on between persons separated by oceans. Time cannot prevent communion. The written word lives from age to age.

Nor is this all. Such studies, if pursued in the way laid down, form a most desirable *training* for the mind. They strengthen all its powers, and afford much instruction about the people, who first used the words which we use, as well as about our forefathers, who borrowed them.

CHAPTER IV.

THE PLAN OF STUDY LAID DOWN.

THE studies before us relate to orthography. The *written words* of Gothic, Celtic, French and Classic origin are the objects to be examined and known. But these are *signs*, and only useful, so far as they point out to the mind the things for which they stand. Failing to do this, they are like unmeaning finger-posts.

THINGS, then, are ever to be kept before the mind, and the words which represent them, learned, if possible, in

their presence. It is proposed accordingly to retrace the steps of the child, as he passed from object to object, and picked up the words that form his oral speech. So let him form his written language. Things are the *centres* around which words are wisely grouped.

In passing from object to object, the mind observes a certain order. THREE STAGES OF OBSERVATION AND GROWTH ARE APPARENT. These are expressed by THINGS, QUALITIES and ACTIONS. So the child observed and formed his oral speech. So let him form his written language. Each study will consist of the thing or topic, and the words that relate to it. These words, as far as possible, will be divided into three exercises: words that stand for *things*, words that stand for *qualities*, and words that stand for *actions*.

CHAPTER V.

THE MODEL LAID DOWN.

THE child learns to plan best in imitating models. They are to him as originals. His exercises are copies. The model, in the present case, consists of two parts, the *study* and the *prepared study*.

THE STUDY.

The study consists of groups of words arranged under the thing to which they relate. Three groups, when practicable, appear. The first consists of *names of things;* the second, of *names of qualities;* the third, of *names of actions.* Thus, the human mind naturally gathers up the words that compose language.

In the disposition of these groups, the words are so

arranged as to present to the eye the *formation* of derivative and compound words. The radical one is given, and following it, may be seen the offspring. They are pointed out by *terminations*, *suffixes* and *prefixes*. In addition to this, the child is taught the *use* of words, and the *languages* from which they have been borrowed.

THE AFFECTIONS.

GOTHIC.

LOVE, a leaning forward; delight in any thing.
Does the child love his parents?
——*ly, liness* ———

LATIN.

AMATO*ry*, pertaining to love.

FRENCH.

AMATE*ur*, a lover; one who delights in works of taste.

GREEK.

CHARITY, love in alms; the grace of love.
——— *able, ableness* ———

THE PREPARED STUDY.

AFFECTIONS.

GOTHIC.

LOVE, a leaning forward; delight in any thing.
A child loves his parents.
LOVELY, like love; amiable.
LOVELINESS, the state like love.

LATIN.

AMATORY, pertaining to love.
AMATORIAL, belonging to what pertains to love.

FRENCH.

AMATEUR, a lover; one who delights in works of taste.
AMATEURS, lovers of works of taste.

GREEK.

CHARITY, the love of alms; the grace of love.
CHARITABLE, that may or can show favors.
CHARITABLENESS, the state of what may or can show favors.

By comparing the study and the prepared study, it will be seen at once that the one is an *outline*, and the other is *this outline filled up*.

The exercise by which this is done, is simple, but profitable. The child begins to copy the study. When he comes to the question by which the use of the first word is shown, he answers it, and shows its use in a declarative sentence. This course might be pursued with great advantage in the use of every word in the exercise, the teacher using it in an *interrogative* form, and the pupil in a *declarative* one. In this way, the two most important forms of sentences would become familiar, and conversation easy.

The child proceeds. He joins the *terminations, suffixes* and *prefixes* to their radical words, and forms derivative ones. These he writes out in full, and defines. While doing these things, he attends to the *original meaning* of words, and the languages from which they have been received. The study is then prepared, and all that it teaches, impressed upon the mind by the union of three senses—HEARING, SEEING, and TOUCH.

CHAPTER VI.

THE COURSE OF STUDIES.

THE course of studies, now before us, extends over the written words of our language, of Gothic, Celtic, French and Classic origin. It will not embrace all the written words. Many of them are rude. Some of them are far from being agreeable to the ear. Others are too unwieldy for ordinary use. All such words are passed over in silence. We do not like them, and cannot regard them as proper materials for a chaste language.

The aim and scope of the course may now be stated. It is proposed to furnish the child only with comely words. It is proposed to do this under every leading object of

thought, so that he will have an agreeable and sufficient assemblage of words with which to think, speak or write about any prominent subject that is brought before his mind.

To secure all this in the most agreeable way, HOME is selected as the point of departure. From this, the child goes forth to the wide world. His way lies among the works of Art and Nature. About these, he thinks, and gathers up words to express his thoughts. For convenience, and greater ease in study, the works of man and God are divided into distinct topics. Such are HOME, MAN, THE PURSUITS OF MAN, NATURE, and GOD. As the child passes over these in the study of the words that belong to them, he forms a rich language for himself, and at the same time, acquires a happy *method* of thinking. When the course is ended, he finds "the kindred points of heaven and home" united in his language.

CHAPTER VII.

THE PLAN OF STUDY APPLIED.

THE plan of study which the Literary Association has laid down may not be clear to all. In view of this, the Association submits the following remarks, with a model of studying and reciting the exercises in the second Hand-Book.

THE WORK TO BE DONE.

The pupil is about to enter upon the study of some *seven thousand* choice words, borrowed from the Gothic, Celtic, French, Latin and Greek languages. The radical words are given. The derivative, he must form for himself. He builds up his own words. These are to be *defined* and *used* in the formation of sentences.

THE PREPARATION.

The preparation for this work must be ample. If the pupil has passed carefully through the first part, he has all the materials for his work—*terminations*, *suffixes* and *prefixes*. He only needs the *radical words* and their *meanings*, and these are given in each study.

THE APPLICATION.

The application of those materials may be made in two ways: the *oral* and the *written*. In the oral application, the pupil fills up the *blanks* in his mind: in the written application, he writes out on his slate or in copy-books, the whole exercise, filling up the blanks in writing.

The plan, in either way, may be carried out in *part* or *wholly*. 1. The pupil may fill up the blanks, and be ready to *spell* and *define* the words. 2. He may do so, and also be ready to see the use of each word, as the teacher uses it in a question and he also uses it in an answer. 3. The pupil may be thrown more upon his own resources, and furnish instances of the use of each word in carefully prepared sentences.

CHAPTER VIII.

THE STUDY.

THE study of each exercise will employ the pupil agreeably. If it is pursued orally, he takes his place and begins with the first radical word, observing its *spelling* and *meaning*. He then thinks about its use, and applies it. This being done, he proceeds to the formation of the derivative words, filling up the blanks and attending to the spelling, meaning and use of each word.

If it is pursued in the written form, he gets his slate or

blank book, and proceeds to write out the whole exercise, filling up the blanks and attending to the *spelling*, *meaning* and *use* of each word, if the plan is fully carried out; if not, he omits the use. But such an omission should never occur.

THE MODELS.

The study, when completed, should correspond with one of the following models:

HOUSE.

GOTHIC.

DWELLING, the place where one lives.
——— *-house,* ———
——— *-place,* ———

GARDEN, an inclosed place for the culture of plants.
———*er* ———

CELTIC.

LAWN, an open place.

FIRST MODEL.

GOTHIC.

DWELLING, the place where we stay; a habitation.
DWELLING-HOUSE, the house where we stay.
DWELLING-PLACE, the place where we stay.

GARDEN, an inclosed place for the culture of plants.
GARDENER, one who takes care of a garden.

SECOND MODEL.

GOTHIC.

DWELLING, the place where we stay; a habitation.
Teacher.—Is a hut a dwelling?
Pupil.—A hut is a dwelling.
DWELLING-HOUSE, the house where we stay.

Teacher.—Has the American a neat dwelling-house?
Pupil.—The American has a neat dwelling-house.
DWELLING-PLACE, the place of one's abode.

Teacher.—Should a dwelling place be healthy?

Pupil.—A dwelling-place should be healthy.

GARDEN, an inclosed place for the culture of plants.

Teacher.—Was Eden the first garden?

Pupil.—Eden was the first garden.

GARDENER, one who takes care of a garden.

Teacher.—Was Adam the first gardener?

Pupil.—Adam was the first gardener.

Thus the pupil proceeds from word to word, studying and reciting each exercise.

THIRD MODEL.

GOTHIC.

DWELLING, the place where one stays; a habitation.

A dwelling is dear to the inhabitants.

DWELLING-HOUSE, the house where one abides.

I like a large dwelling-house.

DWELLING-PLACE, the place of one's abode.

I prefer a lofty dwelling-place.

GARDEN, an inclosed place for the culture of plants.

The Lord planted a garden eastward in Eden.

GARDENER, one who takes care of a garden.

The employment of a gardener is pleasant.

LANE, a walk or narrow way.

A lane bordered with hawthorn is agreeable.

WAINSCOT, a line of boarding round walls.

The wainscot in my father's house is very broad.

PROP, that on which any thing rests.

The prop in the cellar is strong.

CELTIC.

LAWN, a clear place; a space of ground in front of a house.

A rolling lawn is an ornament to a house.

FRENCH.

TRELLIS, a kind of lattice-work used for plants or screens.

The trellis is made of wire.

In this way, the remaining part of the exercise is studied.

CHAPTER IX.

THE RECITATION.

THE recitation may be made attractive. The exercise studied according to any of the models, the class is called out. The teacher proceeds.

FIRST MODEL.

Teacher.—Dwelling.
Pupil.—Dwelling, the place where one stays; a habitation.
Teacher.—Dwelling-house.
Pupil.—Dwelling-house, the house where one stays.

In this way, the recitation, according to the model, proceeds. A spelling exercise closes it.

SECOND MODEL.

Teacher.—Dwelling.
Pupil.—Dwelling, the place where we stay; a habitation.
Teacher.—Is a hut a dwelling?
Pupil.—A hut is a dwelling.
Teacher.—Dwelling-house?
Pupil.—Dwelling-house, the house where one abides.
Teacher.—Has the American a neat dwelling-house?
Pupil.—The American has a neat dwelling-house.

So the recitation is pursued according to the second model. A spelling exercise may complete it.

THIRD MODEL.

Teacher.—Dwelling.
Pupil.—Dwelling, the place where one abides; a habitation. A dwelling is dear to the inmates.
Teacher.—Dwelling-house.
Pupil.—Dwelling-house, the house where one abides. I like a large dwelling-house.

In this way, the recitation is continued to the close of the exercise.

A recitation conducted according to the third model is both instructive and amusing. As one pupil after another is called up to take part in the recitation, curiosity and expectation are excited. No one knows when his turn comes, or what part he has to take. And then the instances! The character of each mind is laid open—their associations and habits of thought are seen. The teacher gains clearer views of their minds, and each pupil is mutually benefited by the labors of his class-mates, whether those labors are failures or triumphs over difficulties. Time, too, passes agreeably. Nor is there as much of it required in one of these recitations as in the ordinary ones. The preparation is so thorough as to make the recitation easy and rapid. In addition to all this, it should be remembered that the recitation is an exercise in *reading*, and is admirably adapted to cultivate the voice, since the instances are the pupils' own thoughts, and are more likely to be read with proper inflections and tones than the thoughts of others.

CHAPTER X.

HOME.

THE word, *home*, in Anglo-Saxon, Gothic, French, Latin and Greek, has nearly the same meaning—*a closed place.* It agrees with Eden, the first home of man.

Home now commonly means *a residence with those we love.* As such, it appears in every possible degree, and in all possible circumstances. The homes of our Saxon forefathers were pagan. So were those of the Goths, French, Latins and Greeks. They all became Christian. The gospel makes true homes.

The objects and words of home are now to be taken up,

linked together, studied, and laid up for life in connection with suitable words.

FIRST STUDY.

HOME.

THE Gothic, Celtic, French, Latin and Greek languages contain no word that exactly expresses the meaning of our word, HOME. It means more than a house, or an abode in some settled place. It refers chiefly to the abiding of the soul with what it loves—the repose of the affections. For this, we are indebted to the Bible. The Saxon part of our language alone contains words under this head. These have already been given in the Hand-Book of Anglo-Saxon Orthography.

SECOND STUDY.

HOUSE.

THE word, *house*, has the sense of *covering*, and in most languages affords the first notion of home. Caves, tents and mud-walled huts were the first habitations of men. The city of Rome had its beginning in a village of such huts. The home of the first man is an exception: it was a garden of delights. Its name was Eden.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

DWELLING, the place where we stay; a habitation.

Were caves ever used as dwellings?

———— *-house*, the house ————

———— *-place*, the place ————

GARDEN, an inclosed place for the culture of plants.

————*er*, one who ————

LANE, a walk, a narrow way.

WAINSCOT, a line of boarding round walls.

PROP, that on which any thing rests.

CELTIC.

LAWN, a clear place; a space of ground in front of a house.

FRENCH.

TRELLIS, a kind of lattice-work used for plants or screens.
TANK, a pond; a cistern for water.
WARREN, an inclosed place for rabbits.
PROMENADE, a place for walking.
BRICK, a mass of clay, shaped and burnt for building.

—— *-maker*, one who ——
—— *-kiln*, a place ——
—— *-house*, a house made of ——

LATIN.

TENE*ment*, a place to hold any thing; a dwelling-house.
FENCE, a hedge, wall or railing about land.
*Res*IDE*nce*, a place where one sits or abides; a dwelling.
HABIT*ation*, the act of dwelling; the place where one resides.
EDIFICE, a made house; a building.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

LOW, a hollow; not high.
Is a cabin a low house?
——*er, est, ly, liness* ——
FLAT, level, or even surface.
——*er, est, ly, ness* ——
SLANT, sloping, inclined.
DAMP, vapor, moist.
——*er, est* ——
DANK, moist, or damp.
——*er, est* ——
LEAK*y*, admitting water.
COST*ly*, of a high price.

FRENCH.

AMPLE, wide, roomy.
——*er, est* ——
LARGE, spread, of great size.
—— *-er, est* ——
SPACIOUS, wide, having much space or room.
GRAND, great, splendid.

LATIN.

VA*cant*, empty, not inhabited.
HABIT*able*, that may be dwelt in.
*In*HABITED, occupied by inhabitants.
*E*LIGI*ble*, that may or should be chosen; fit.
STATE*ly*, like an elevated sight; noble.

THIRD STUDY.

PARTS OF A HOUSE.

EVERY part of a house has its use and interest. In olden

times these were very simple. It is so still in many countries. It is also otherwise. The rooms in some buildings in Europe amount to the number of *three hundred.*

EXERCISE .

NAMES OF THINGS.

GOTHIC.

WINDOW, an opening to admit air.
Had the ancients windows in their houses?
——— *-blind*, a screen or cover ———
——— *-frame*, any structure for a ———
——— *-glass*, panes of glass for ———
——— *-sash*, the frame for ———
SHUTTER, a defense, or covering for a window.
SHINGLE, a thin board for roofing.
RAIL, a bar; a piece of timber extending from post to post.
LOBBY, an arbor; an opening before a room.
DAIRY, the room where milk is set for cream.
——— *-maid*, the woman who ———
VANE, somethi g extended; a slip of wood or iron for showing how the wind blows.

CELTIC.

GARRET, a tower; the room next the roof.
LATH, a thin board to support the plaster.
CORNER, the space between the meeting of the walls.
GABLE, a fork; the triangular part of the end of a house.

FRENCH.

LATTICE, a covering of lath.
JAMB, a supporter; the side piece of a door or fire-place.
PANE, a square of glass for a window.
SASH, a window-frame.
——— *-maker*, one who———
NICHE, a nook or recess in a wall.
LINTEL, the head piece of a door or window-frame.
WICKET, a narrow gate or door.
PARLOR, a room in a nunnery where the nuns spoke; a reception room.
BALUSTRADE, an inclosure for stairs, altars and balconies.
GALLERY, a covered wing of a house; a place where works of art are kept.
CORRIDOR, an open gallery round a building.
BALCONY, a platform outside of a window.
PANEL, a piece of wood inserted into a frame.
CHAMBER, a room in an upper story.
——— *-maid*, a woman ———
PILASTER, a square column, or half one.

LATIN.

PORT*al*, the frame-work of a door.

CORNICE, the projection that borders the ceiling.
LIBRARY, a room for books; sometimes an entire house.
———*an*, one who ———
TURRET, a little tower; an elevation on a building.
RECESS, an opening out of a room.
CELLAR, the room under the house.
DORMITORY, a place or room to sleep in.
CLOSET, a private room or recess.
EXTERIOR, the outside.
INTERIOR, the inside.

FOURTH STUDY.

KINDS OF HOUSES.

THERE are various kinds of houses, distinguished mainly by *magnitude*, *style* and *use*. Egypt and India, in ancient times, reared massive structures; Greece excelled in beauty. At present, we find in our own nation, the style of all countries. The taste of the Egyptian, Greek, Saracen, and the age of Elizabeth, adorns the same neighborhood. A good taste in houses is a means of instructing the nation.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

HUT, a small covering; a mean house.
Do many of the Irish live in huts?

CELTIC.

BOOTH, a lodging house; a house built of rough boards.
TENT, something stretched; a lodge made of canvas.

FRENCH.

CABIN, a cone-like hut; a rude cottage.
JAIL, a cage or cell; a house for criminals.
———*er* ———
PRISON, a place of confinement; a jail.
———*er* ———
BASTILE, an old French castle converted into a prison.
DUNGEON, a close, dark prison, formerly connected with castles.
PILLORY, a frame of wood where criminals are punished.
MANOR, a country gentleman's house; a fine mansion.
CHATEAU, (*shat-to,*) a castle.
PALACE, a large house; the residence of a king or noble.

KENNEL, a house for dogs.
CITADEL, a place of defense in or near a city.

LATIN.

ACADEMY, *s.* a grove at Athens; a high school.
HOSPIT*al*, a house for strangers; a house for the infirm and poor.
OFFICE, a house, or room, where business is transacted.
DOMICILE, a mansion, or dwelling-place.
FORTRESS, a stronghold; a place of defense.
STABLE, a fixed place; a house for cattle.
MANSION, a dwelling; a large house.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

NAS*ty*, wet, filthy.
———*er, est* ———
GOTH*ic*, pertaining to the Goth; having pointed arches and clustered columns.
TIGHT, close, admitting little air.
———*er, est* ———

LATIN.

*Com*POSITE, made of parts; a style of building made up of the Ionian and Corinthian.
*In*TRI*cate*, folded in; full of windings.
*Sim*PLE, without folds; plain.
———*er, est, y* ———

FRENCH.

AIR*y*, open to air, spacious.
ANCIEN*t*, old, of olden times.
MODERN, recent, of late times.
NOBLE, stately.
———*er, est* ———
ROY*al*, belonging to a king.
PRINCE*ly*, like a prince, in the style of a prince.
PLAIN, even, without ornament.
———*er, est* ———

GREEK.

GREC*ian*, of the nature or style of Greece.
CORINTH*ian*, pertaining to Corinth; a delicate order of building.
DOR*ic*, pertaining to the Dorians; a simple and strong style of building.
ION*ic*, pertaining to the Ionians; a slender and majestic order of building.

FIFTH STUDY.

RELIGIOUS HOUSES.

RELIGIOUS houses have received marked attention in all countries and ages. They have stood as sacred things among

the habitations of men, instructing the world. The temples of India and Egypt were once their glory. The temple of Solomon was splendid. Greece made the abodes of her gods beautiful. Christians, too, have taste, and have reared excellent buildings to the Lord of heaven and earth. Churches are monuments of taste, as well as houses for preaching, prayer and the other ordinances of the Christian religion. A noble edifice is instructive.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

PEW, an inclosed seat in a church.

Had the Saxons churches before they conquered England?

FRENCH.

ABBEY, a house where monks or nuns reside.

FONT, a basin containing water for baptism.

MOSQUE, a house where Mohammedans worship God.

SEPULCHRE, a place where the dead repose.

TEMPLE, expanse; a building for worship.

LATIN.

CHAPEL, a hood; a place of worship.

CLOISTER, a house inhabited by monks or nuns.

TABERNACLE, a movable building; a place of worship.

CONVENT, a place where monks or nuns reside.

VESTRY, a room attached to a church.

ALTAR, a high place for sacrifice; a sacred table.

PULPIT, a raised place for reading the Word of God and preaching.

ORGAN, an instrument; the largest wind instrument of music.

———*ist* ———

FANE, a temple; a place sacred to worship.

*Cath*EDR*al*, belonging to a chair or seat; the chief church in a diocese.

BAPTIST*ery*, the place in some churches where baptism is administered.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

CUSHION*ed*, furnished with cushions.

VENER*able*, made sacred by religious memories.

SACRE*d*, separated from what is common; holy.

———*ly, ness* ———

MONAS*tic*, pertaining to monks or nuns.

LATIN.

SEAT*ed*, furnished with seats.
*Pro*FANE*d*, made common; treated with violence.
PAGAN, heathenish, gentile.
———*ish, ism* ———
*Con*SECRATE*d*, made sacred by rites; dedicated to sacred uses.
*De*DICATE*d*, devoted to God; consecrated.

GREEK.

CHRIST*ian*, pertaining to Christ.
*Ec*CLESIAS*tical*, pertaining to the church.
MONK*ish*, monastic, somewhat like a monk.

SIXTH STUDY.

FURNITURE.

THE word is of French origin, and means *what is put on.* It includes all things necessary for the convenience and comfort of housekeeping. The Saxons called such things household-stuff.

Furniture, in ancient times, was very rude. The mat or stool was the common seat. Now it is rich in the extreme. Country cottages are better furnished than the palaces of many ancient kings. Man is advancing in taste.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

JUG, *s.* an earthen vessel for holding liquors.
Were jugs used by the Saxons?
PITCHER, *s.* an earthen vessel with a spout.
TUB, *s.* an open vessel formed with staves and hoops.
HOOP, *s.* a band of wood or metal for binding staves.
POKER, *s.* an iron bar for stirring a fire.
ROCKER, *s.* the curved wood on which a chair or cradle rocks.
NICK, *s.* a notch cut in any thing.
LADLE, a bowl with a handle to lift fluids.
CARD, a thistle; an instrument for opening or breaking flax or wool.

CELTIC.

MATTRESS, *s.* a bed stuffed with moss or hair.
PRONG, *s.* the tine of a fork.

TANKARD, *s.* a drinking vessel with a cover.

GRIDIRON, *s.* a grated vessel for broiling meats.

PIN, *s.* a pointed instrument made of wire.

SPOON, an utensil made of wood, horn or metal, with a bowl and handle.

BASKET, a vessel made of twigs.

———*s, -maker* ———

FRENCH.

CHAIR, a high platform; a kind of seat.

———*s, less* ———

———*man*, one who presides in a company.

BUREAU, a table; a chest of drawers.

———*-x*, more than one ———

SKILLET, *s.* a small kitchen vessel.

GOBLET, *s.* a drinking vessel without a handle.

BASIN, *s.* a hollow vessel like a dish.

POT, *s.* a metallic vessel for the kitchen.

TOWEL, *s.* a cloth for wiping the hands.

NAPKIN, *s.* a cloth used for wiping the hands at table.

CRUET, *s.* a small bottle for holding vinegar.

CALDRON, *s.* a vessel for heating liquids; a great kettle.

COUCH, *s.* a bed.

BRUSH, *s.* an instrument for cleaning things.

CUSHION, *s.* a stuffed bag for a seat.

TABLE, *s.* a flat surface; an article of furniture.

———*beer, cloth, book, bell, land, talk* —

MATCH, a combustible body used to light a fire or lamp.

RANGE, *s.* a cast-iron apparatus for cooking.

SCREEN, *s.* any thing that cuts off, as heat.

CHALICE, a cup or bowl; a sacramental cup.

CASE, *s.* something closed; a box or covering.

———*harden*, to harden the outer side.

———*s, ed, ing* ———

LAMP, *s.* that which shines; a vessel used for burning fluid to give light.

CHANDEL*ier*, that which gives candlelight; a frame with branches to hold candles.

FURNACE, an arched place for fire; a place where strong fire may be made.

LATIN.

SCUTT*le*, *s.* a dish-like pan.

UTENS*il*, any vessel made for use.

FEND*er*, a defense round a fire.

CANIST*er*, a small box or case.

CARPET, a covering for floors and stairs.

PICTURE, a painting.

———*-frame, -gallery* ———

GREEK.

BAROSCOPE, that which discovers weight; an instrument for finding the weight of air.

BAROMETER, an instrument for measuring the weight of the atmosphere.

———*ic* ———

THERMOMETER, an instrument for measuring heat.

———*ical* ———

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

Down*y*, partaking of down; soft.
Slight, weak, feeble.
———*er, est* ———
Clumsy, short and thick, awkward.
———*ly, ness* ———

CELTIC.

Limber, easily bent, pliable.
———*ness* ———
Flimsy, weak, slight.

FRENCH.

Sullie*d*, soiled or clouded.
Un———, not ———

Safe, free from danger.
——*ty, ly, ness, -guard, -keeping*
Picturesque, the pleasing beauty of a picture.
————*ly, ness* ———

LATIN.

Tabul*ar*, pertaining to a table; like a table.
Sol*ar*, pertaining to the sun.
—— *-lamp* ——

GREEK.

Coral, made of coral.
———*ine,* ———
Astr*al*, belonging to a star.
———*lamp* ———

SEVENTH STUDY.

THE FAMILY.

The family naturally succeeds the furnished house. The word denotes an *assembly*, and is applied to any number of persons living in one house under one head. It is also applied to the nation, church and human race.

Marriage gives rise to the family. The gospel sanctifies and elevates it. Wherever the gospel comes, there woman is honored and children trained in virtue.

EXERCISE I.

NAMES OF PERSONS AND THINGS.

GOTHIC.

LULLABY, that which quiets; a song for babes.
Has every mother a lullaby?
SCOLD, noisy censure.
TOY, a plaything for children.
——*s, -man, -shop.*
PRATTLE, much little talk.
PRATE, much talk to little purpose.
HURLY, noise or confusion.
FREAK, a sudden start or humor.
BABE, a boy, the young of man, an infant.
——*ish, ishly, ishness* ———
BOY, a male child.
——*s, ish, ishness, hood* ———

CELTIC.

BICKER*ing*, quarrelling, a kind of fighting
PRANK, a wild caper.
HAPPI*ness*, state of being lucky; enjoyment of good.
BURLY, noise, boisterous confusion.
CLAN, a family; a race or tribe.
——*ship*, the office or rank ———
——*sman*, a man who ———
FAGOT, a bundle of sticks used for fuel.

FRENCH.

SIRE, the male parent.
Grand ——, a great ———
DAME, *s*, a woman of common rank.
Ma——, my ———

Mes——*s*, my ———
DAMS*el*, *s*, a diminutive of woman; a miss.
BANQU*et*, a little seat; a feast.
———*s, er, -room, -house* ———
HOBBY, a stick, or figure of a horse on which boys ride.
——— *-horse*, a wooden ———
PET, *s*. a little thing, as a babe, dog or lamb.
PATERNITY, fathership.
MATERNITY, the relation of a mother.
FRATERNITY, the quality of a brother, brotherhood.
UNCLE, a brother of one's father or mother.
AUNT, a sister of one's father or mother.
NEPHEW, the son of a brother or sister.
Grand ——, the grand ———
NIECE, the daughter of a brother or sister.
Grand ——, the grand ———
COUSIN, the son or daughter of an uncle or aunt.
REL*ative*, one connected with us by blood or marriage.
REL*ation*, a person connected with us by blood or marriage.

LATIN.

FAMILY, a household.
MATRON, an elderly married woman.
———*ly, hood* ———
Un——, not like ———

INFANT, that which speaks; a little child.
———*s, ile, like, cy* ———
GIRL, a female child.
———*s, ish, ishness, ishly* ———
GERMAN, a brother; a first cousin.

GREEK.

ORPHAN, a child who has lost one or both parents.
———*s, age* ———

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

WICKED, declining from what is right; having an evil nature.
Do wicked persons live out their lives?
———*ly, ness* ———
SHABBY, little, mean and dirty.
———*er, est, ly, ness* ———
THRIFT*y*, prosperous; also, frugal.
———*er, est, ly* ———
WORTH*y*, possessing worth, virtuous.
———*er, est, ly, ness* ———

CELTIC.

PERT, smart, brisk.
———*er, est, ly, ness* ———

FRENCH.

RICH, wealthy.
———*es, er, est* ———
FOREIGN, of another nation.
———*er, ness* ———
EASY, smooth and flowing.
———*er, est, ness* ———
PATERN*al*, pertaining to a father, fatherly.
———*ly* ———
MATERN*al*, pertaining to a mother, motherly.
———*ly* ———
FRATERN*al*, pertaining to a brother, brotherly.
———*ly* ———

LATIN.

PIOUS, godly, or honoring God.
———*ly, -minded* ———
POOR, needy.
———*er, est, ly, -house, -laws* ———
OPULENT, rich or wealthy.
———*ce* ———
HONOR*able*, of high rank, much esteemed.
———*y, ness* ———
NAT*ive*, pertaining to the place of birth.
FAMILI*ar*, pertaining to a family; easy in conversation.
———*ly, ity* ———

GREEK.

CHRIST*ian*, pertaining to Christ.
ZEALOUS, full of warmth or ardor.
———*ly* ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

WHIMPER, to cry with a low, broken voice.

Is it manly to whimper?

———*ed, ing* ———

WAIL, to weep audibly.

——*ed, ing, er* ———

LULL, to soothe or quiet.

——*ed, ing, ingly* ———

DOZE, to take a light sleep.

——*d, ing* ———

PAT, to stroke with the fingers.

——*ed, ing* ———

HUSH, to still or calm.

——*ed, ing* ———

HANKER, to long after; to desire strongly.

———*ed, ing* ———

TAMPER, to meddle lightly with.

———*ed, ing, er* ———

DRUB, to touch or beat.

——*ed, ing* ———

JEER, to rail at.

——*ed, ing* ———

FONDLE, to caress gently.

———*d, ing* ———

DANDLE, to move up and down, as an infant.

———*d, ing* ———

BOUNCE, to spring out, or back.

———*s, ed, ing* ———

SCOLD, to find fault noisily.

——*s, ed, ing* ———

PRATTLE, to talk much on little things.

——*s, ed, ing, er* ———

———*s, ed, ing*———

PRATE, to talk much, but to little purpose.

CELTIC.

BRAG, to swell out; to boast of one's self.

——*ed, ing, er* ———

BICKER, to fight by throwing any thing.

———*ed, ing* ———

FRENCH.

CHAT, to talk in a prattling way.

——*s, ed, ing* ———

BANQUET, to treat with a feast.

———*s, ed, ing* ———

CRY, to utter a rough sound.

——*es, ed, ing* ———

*Re*TIRE, to draw back; to go to bed.

———*s, ed, ing* ———

*Re*TRENCH, to cut off; to curtail.

———*es, ed, ing, ment* ———

FURNISH, to supply with what is needful.

———*es, ed, ing* ———

GARNISH, to adorn, or set off.

———*es, ed, ing* ———

Un———*ed* ———

SULLY, to soil in any way.

———*es, ed, ing* ———

NOURISH, to feed or tend.

———*es, ed, ing* ———

NURSE, to feed with food.

——*s, ed, ing* ———

LATIN.

*Pro*VIDE, to see beforehand; to supply coming wants.
———*s, ed, ing* ———
*Pro*TECT, to cover over; to guard.
———*s, ed, ing, or* ———
*Ad*MONISH, to give warning to, to teach by warning.
———*es, ed, ing* ———
*Ad*ORN, to dress, to set off.
———*s, ed, ing* ———

GREEK.

SCHOOL, to teach agreeably.
———*s, ed, ing* ———
*Cate*CHISE, to sound down, or teach with the voice; to instruct by question and answer.
———*s, d, ing* ———

NINTH STUDY.

FOOD.

FOOD is a prime interest. It is the first care of the household. In the early ages of the world, it was supplied abundantly in the fruits of the earth. Flesh was not eaten till after the deluge, A. M. 1656. Food is now a luxury. Commerce brings to our tables the productions of all climates. But luxury in food is attended by a dread retinue of diseases.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

CAKE, a small flat mass of baked dough.
Did the Saxons use leavened cakes?
BUN, a kind of cake.
CRULLER, a curled cake boiled in fat.
SLICE, a thin broad piece of bread or meat.
DUMPLING, a mass of boiled dough.
FLAPJACK, a pancake, or apple-puff.
DREGS, the sediment of liquors.
MUFFIN, a spongy cake, baked on a griddle.
SOURKROUT, cabbage preserved in brine.
PICKLE, any thing preserved in salt, as a cucumber.
TART, an acid pie.
WINE, the fermented juice of grapes.
——— *-merchant, -glass, -bibber* ———
GAME, animals taken in the chase.
SNACK, a bite; hasty repast.

GIN, (from Geneva,) a distilled drink scented with oil of juniper or turpentine.

CELTIC.

CUSTARD, a compound of flour, milk and eggs, sweetened and baked.

FLUMMERY, a jelly made from oaten meal.

PUDDING, that which swells; food made of flour or bread, milk and eggs.

FRENCH.

FLAVOR, the quality which we taste.

———*less* ———

SAVOR, what affects the taste.

———*y, iness* ———

Un———, not ———

COFFEE, a berry used in making a drink; a certain drink.

CHOCOLATE, a paste made of the kernel of the cacao.

SUGAR, a sweet substance obtained from the sugar-cane or maple.

GRUEL, food made of boiled meal.

JUMBLE, a ring-shaped cake.

OMELET, a pancake of eggs.

TASTE, the flavor perceived by the tongue.

———*less* ———

PORTER, a dark-brown malt liquor.

GREASE, animal fat.

CUT, a part cut off.

——*s, let* ———

LEAVEN, a mass of sour dough.

FLOUR, the part of ground grain which is eaten.

*Pre*SERVES, fruit or vegetables laid up for future use.

BEEF, the meat of the cow tribe.

MUTTON, the flesh of sheep.

VEAL, the flesh of a calf.

PORK, the meat of the swine.

CIDER, a drink made of apple juice.

———*barrel* ———

BATTER, that which is beaten; a mixture.

FRICASSEE, a fry; a stew made of chicken cut in pieces.

CLARET, clear wine.

CHAMPAGNE, a sparkling wine from this part of France.

SALAD, raw herbs dressed with vinegar or oil.

SAUCE, a mixture eaten with food to improve its flavor.

SPICE, an aromatic product of some plants used in cooking.

———*y, iness* ———

PITT*ance*, a small allowance.

RAGOUT, a sauce for exciting appetite.

LATIN.

POTA*tion*, a drinking or draught.

NUTRI*ment*, that which nourishes.

Decoction, drink made by boiling.

Infusion, a drink made by extracting, as tea.

Concoction, the change that produces maturity.

FERMEN*tation*, a change produced by the atmosphere in any substance, as wine or beer.

CRUST, something hard; the outside covering of any thing; a piece of bread.

———*y, iness* ———

DIET, food; manner of living as laid down by a physician.

FEAST, a rich repast partaken with guests.

GREEK.

NECTAR, the drink of the gods; a pleasant drink.

*Am*BROSIA, that which makes immortal, the food of the gods; also any thing pleasant to the taste and smell.

———*al* ———

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

SCANTY, narrow, small, or little.
Was the meal scanty?

STALE, settled, tasteless from age.

——*er, est* ———

CELTIC.

DAINTY, nice, pleasing to the taste.

FRENCH.

MUSTY, mouldy or sour.

LEAVEN*ed*, made light by fermentation.

Un———

GREASY, oily, unctuous.

———*ly, ness* ———

FLAVOR*ed*, scented so as to affect the taste and smell.

LATIN.

CRUDE, raw, not cooked.

———*ness, ity* ———

PUNG*ent*, sharp, as an acid.

———*cy* ———

CRISP, easily crumbled.

——*er, est, ness* ———

SUMPTU*ous*, very costly or expensive.

———*ly* ———

ABSTEMIOUS, withdrawing, sparing in diet.

———*ly, ness* ———

GREEK.

GASTRIC, pertaining to the digestive juice of the stomach.

SACCHAR*ine*, pertaining to sugar.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

MASH, to break into a confused mass.

——*ed, ing* ———

Can you mash an apple?

LACK, to need or want; to be destitute of.

——*ed, ing* ———

CRUMBLE, to break into crumbs.

———*s, d, ing* ———

SLICE, to cut into thin pieces.

——*s, d, ing* ———

CELTIC.

ROAST, to cook in an oven.
——*s, ed, ing* ——

FRENCH.

TASTE, to perceive by the tongue.
——*s, d, ing* ——
STEW, to boil gently.
——*s, ed, ing* ——
BOIL, to cook in boiling water.
——*s, ed, ing, er* ——
*Par*BROIL, to cook over coals.
——*s, ed, ing* ——
POACH, to cook eggs by warm water.
——*es, ed, ing* ——
QUAFF, to drink off.
——*s, ed, ing* ——
SCUM, to remove what rises to the surface in cooking.
——*s, ed, ing* ——
CUT, to part, to separate into pieces.
——*s, ing* ——
SEASON, to make savory by salt and spices.
——*s, d, ing* ——
SPICE, to flavor with spice.
——*s, d, ing* ——
*Pre*SERVE, to season with sugar for future use.
——*s, d, ing* ——
*In*FUSE, to pour in; to steep in liquor without boiling.
——*s, d, ing* ——
LEAVEN to raise, or make light by leaven.
——*s, ed, ing* ——
GORGE, to swallow greedily; to cram.
——*s, d, ing* ——

LATIN.

FRY, to cook in a pan dressed with fat.
——*es, ed, ing, -pan* ——
FERM*ent*, to change a body by the action of the air, or any acid substance.
——*s, d, ing* ——
MASTICATE, to chew or bruise with the teeth.
——*s, d, ing, ion* ——
*Di*GEST, to dissolve food in the stomach.
——*s, ed, ing, ion* ——
DIET, to live in a certain way as to food.
——*s, ed, ing* ——
FEAST, to eat rich provisions; to dine sumptuously.
——*s, ed, ing* ——
*De*COCT, to prepare by boiling.
——*s, ed, ing* ——
*Con*COCT, to digest or turn food into chyle.
——*s, ed, ing* ——
*Ab*STAIN, to keep from, to forbear.
——*s, ed, ing* ——

TENTH STUDY.

CLOTHING.

CLOTHING is a necessary want, and follows hard upon

food. What shall we eat, and what sall we drink, and wherewithal shall we be clothed? are daily questions.

Clothing was once simple. We read of aprons of fig leaves and coats of skin in Eden. Now, we hear of shawls valued at *four hundred dollars.* Commerce ministers to the tastes and fashions of men in this respect. Clothing has become one of the luxuries of life, and, like all luxuries, brought with it disease and folly.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

Muff, thick gloves; a cover for the hands made of fur.

Are muffs used in warm countries?

Skirt, the lower part of a garment.

Shirt, a loose garment worn next the body.

Flounce, a narrow band of cloth sewed to a skirt.

Jerkin, a coarse jacket.

Fob, a pocket for a watch.

Flap, the part of the coat from the hips downwards.

Garter, a string or band to tie the stocking.

Ruffle, a puckered article of dress.

CELTIC.

Ruff, a piece of plaited linen worn round the neck.

Gown, a woman's outer garment.

Apron, cloth or leather worn on the front of the body.

Tass*el*, a fringe; a hanging ornament.

Ribbon, a narrow web of silk.

Loop, the doubling of a string.

Flannel, wool; cloth made of woollen yarn.

Plait, a fold, as in the bosom of a shirt.

Tuck, a fold made round a skirt.

Stocking, a garment for the foot and leg.

Trowsers, a loose garment extending from the waist to the ankle.

Goggle, a kind of spectacles used to cure squinting.

Clog, a wooden shoe.

Clasp, a hook for fastening any thing, as clothes.

FRENCH.

Festoon, a tie; a garland or head dress.

Costume, custom; a mode of dress.

Garb, looks; and then dress as it appears.

Guise, appearance; and then dress like another.

GARMENT, ornament; any clothing.
BONNET, a covering for the head.
MITTEN, a kind of glove for the hand.
COAT, that which covers; an outer garment.
Over———
GAIT*er*, a shoe that extends to the ankle.
BUSK*in*, a kind of half boot.
SCARF, a fragment; a loose width of cloth hanging from the shoulders.
BUTTON, a bud or knob; an article for binding a vest or coat.
BUCKLE, a ring; an instrument to fasten dress.
ROBE, a long gown.
DRESS, that which makes us straight; garments for the body.
Apparel, clothing or dress.
HABILI*ment*, garments or clothing.
BRACE*let*, an ornament for the wrist.
FRINGE, an ornament of loose threads.
PLUME, a feather worn as an ornament.
MASK, a cover for the face.
CROWN, top or roundness; an ornament worn on the head by kings.
CHAPLET, a wreath for the head.
VEST, a body or waist garment.
——*ure*, garments or clothing.
BUSK, a piece of steel or whalebone worn in stays.
GUSSET, an angular piece of cloth.
PATTEN, a wooden shoe worn to keep the inner shoe from the ground.
*Peri*WIG, a small wig or covering of false hair.

LATIN.

COLLAR, the neck; something worn round the neck.
FRON*tlet*, a band for the brows.
SIGNET, a sign or seal.
CINCTURE, a belt or girdle worn round the body.
VEST*ment*, clothing; outer dress.
SACK, a square cloak; a loose outer garment.

GREEK.

TIARA, a kind of turban or crown.
SANDAL, a shoe consisting of a sole bound to the foot.
ZONE, a girdle or waist-band.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

STRIPE*d*, formed of lines of different colors.
SABLE, a black or dark color.
COSTLY, of a high price; expensive.
———*er, est* ———
CLUMSY, ill made; badly formed.
CROOK*ed*, bent or curved.
SLOVEN*ly*, like what is careless; loose and disorderly.
LOOSE, free, untied.
———*er, est, ness, ly* ———
TIDY, neat, snug in appearance.
———*er, est, ness, ly* ———
Un——, *er, est* ———

CELTIC.

FLIMSY, thin; of loose texture.

FRENCH.

FINE, thin, delicate.
——*er, est* ——
BEAU*tiful*, having qualities that please.
NEAT, clean, not tawdry.
——*er, est, ly* ——
SUIT*able*, that which becomes a person.

LATIN.

RUST*ic*, pertaining to the country; simple or coarse.
DECOR*ous*, decent, or suitable.
——*ly* ——

GREEK.

ORNATE, adorned, beautiful.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

CRIMPLE, to draw together in close folds.
Do ladies crimple their collars?
——*d, ing* ——
RUFFLE, to contract into plaits.
——*s, ed, ing, er* ——
MUFFLE, to cover or dress warmly.
——*d, ing* ——
TIGHTEN, to make close.
——*ed, ing* ——
RAVEL, to tear out, or unweave, as a thread.
——*ed, ing* ——
DECK, to cover, adorn.
——*s, ed, ing* ——
Un——*ed* ——
DANGLE, to hang loosely.
——*s, ed, ing* ——
GARTER, to tie with a string or band.
——*s, ed, ing* ——

CELTIC.

DARN, to mend with a thread.
——*ed, ing* ——

PLAIT, to put in folds.
——*ed, ing* ——
CLASP, to fasten with a hook or clasp.
——*s, ed, ing* ——
Un——, to unfasten ——
——*s, ed, ing* ——
TASSEL, to adorn with tassels.
——*s, ed, ing* ——

FRENCH.

BRUSH, to clean by brushing, as clothes.
——*es, ed, ing* ——
SCREEN, to separate or keep off, as cold.
——*s, ed, ing* ——
DRESS, to deck the body.
——*es, ed, ing* ——
MASK, to cover the face.
——*s, ed, ing* ——
ROBE, to adorn with a long gown.
——*s, ed, ing* ——
En——, *s, ed, ing* ——
EQUIP, to furnish, as a soldier.
——*s, ed, ing, ment* ——

*At*TIRE, to dress with elegance.
———*s, ed, ing* ———
*Dis*GUISE, to conceal by an unusual habit or mask.
———*s, ed, ing* ———
PLUME, to set or adorn with feathers.
———*s, ed, ing* ———
Un———, to take off ———
———*s, ed, ing* ———
*A*RRANGE, to set in order.
———*s, ed, ing, ment* ———
Dis———, *s, ed, ing, ment* ———
*Ap*PAREL, to dress.
———*s, ed, ing* ———
FRINGE, to adorn a garment or piece of furniture with a fringe
———*s, ed, ing* ———
CROWN, to invest with a crown.
———*s, ed, ing* ———
VEST, to clothe or cover the body.
———*s, ed, ing* ———
Di——, to take off ———
———*s, ed, ing* ———
SUIT, to fit; to dress well.
——*s, ed, ing* ———

LATIN.

*Ad*ORN, to deck beautifully.
———*s, ed, ing, ment* ———
FIT, to adapt to a person.
——*s, ed, ing* ———
*Ad*APT, to fit one thing to another.
———*s, ed, ing* ———
Un———*ed*, not ———

TWELFTH STUDY.

ACTION AND REST.

REST, like sleep, is broken by the wants of action. Man is born for action and strife. To do, is the purpose of the soul; and when the dust falls upon the coffin-lid, this is the experienced watchword of eternity. It is well. Action properly directed leads to honor and health, and fulfils the command of God.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

LUCK, that which falls or happens.
Is luck the name of Providence?
——*y, iness, ily, less* ———
Un——, not ———
SHRIEK, a sharp shrill cry of fear.
SLEEP, relaxing of body and mind.
DOZE, a light sleep.
———*er* ———

DUMP, *s.* dumb, gloominess.
——*ish, ishly* ——
BOUNCE, a leap or spring.

CELTIC.

HAP, what comes suddenly; fortune.

FRENCH.

TROUBLE, *s.* that which disturbs; an affliction or sorrow.
EASE, rest in a quiet state.
——*y, er, est* ——
Un——, not ——
CHANCE, that which befalls unexpectedly.

LATIN.

ACTI*on*, the act of doing; any thing done.
QUIET, rest; state of a thing not in motion.
——*ude, est* ——
VIGIL*ance*, state of being watchful.
Occurrence, the act or state of becoming.
Recurrence, the act or state of becoming again.
Adherence, the act or state of cleaving to.
Confluence, the act or state of flowing together.
Obstinacy, the state of fixedness.
Labor, that which wearies; work.

GREEK.

ENERGY, force, or active power.
PAUSE, a ceasing from action for a time.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

RASH, hasty, without deliberation.
——*er, est, ly, ness* ——
QUEER, odd, singular.
——*er, est, ly, ness* ——
HARSH, rough, severe.
——*er, est, ly, ness* ——
DROWSY, heavy with sleep.
——*ly, ness* ——
LAZY, not disposed to action, inactive.
——*ly, ness* ——

CELTIC.

BRISK, lively, spirited.
——*er, est, ly, ness* ——

FRENCH.

QUIET, still and secure.
Un——, not ——
BRAVE, daring.
——*er, est, ly, ery* ——

LATIN.

VIGIL*ant*, continuing to be watchful.
Obstinate, set in opinion.
MUTE, dumb, without the power of words.
——*ly, ness* ——
PUBL*ic*, pertaining to the people; common.
——*ly, ity* ——

PRIV*ate*, stript; then belonging to a person.

GREEK.

ORGAN*ic*, pertaining to an organ.
———*al, ally* ———

PERIOD*ic*, pertaining to a period; at fixed times.
———*al* ———

COM*ic*, pertaining to mirth.
———*al, ally* ———

TRAG*ic*, pertaining to a goad; mournful.
———*al, ally* ———

FRANT*ic*, pertaining to a rush; raving.
———*ly* ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

GRAPPLE, to feel with the hands; to seize greedily.
Is it rude to grapple any thing?
———*d, ing* ———

SCRAMBLE, to move or scrape with the hands; to crawl on the hands.
———*d, ing* ———

STRIVE, to make efforts to do any thing.
———*ing, er* ———

STROVE, did ———

STRIVEN, having ———

PUFF, a sudden emission of breath.
——, to emit breath suddenly.
——*ed, ing, er* ———

DANGLE, to hang loosely.
———*d, ing* ———

SWERVE, to vary from what is right.
———*s, d, ing* ———

NIP, to pinch any thing.
——*s, ed, ing* ———

BELONG, to reach to; to be the property of one.
———*s, ed, ing* ———

TWIRL, to move round swiftly.
———*s, ed, ing* ———

SHRIEK, to utter a shrill cry of fear.
———*s, ed, ing* ———

SPIRT, to throw out water suddenly.
———*s, ed, ing* ———

START, to rush or move suddenly.
———*s, ed, ing* ———

STARTLE, to cause to move suddenly.
———*s, ed, ing* ———

SHUDDER, to shake with fear, whirl.
———*s, ed, ing* ———

TROUBLE, to stir up; to annoy.
———*s, ed, ing, er* ———

STOP, to arrest or hinder.
——*s, ed, ing, er, age* ———

DASH, to strike violently.
——*es, ed, ing* ———

DROWSE, to make heavy with sleep.
———*s, ed, ing* ———

DOZE, to sleep lightly.
——*s, ed, ing* ———

FRENCH.

*A*BRIDGE, to lessen, as a book.
———*s, ed, ing, ment* ———
Un———*ed*, not ———

FIX, to make stable.
——*es, ed, ing* ———
Un——, *es, ed, ing* ———

QUIVER, to shake or tremble.
———*s, ed, ing* ———
QUIT, to leave.

LATIN.

ERR, to wander from the way.
——*es, ed, ing, or* ———
VEX, to irritate or make angry.
——*es, ed, ing, ation* ———
TEMPT, to draw to an evil act.
———*s, ed, ing, ation* ———

LABOR, to weary with effort; to work.

GREEK.

MIMIC, to ape, or imitate.
———*s, ed, ing, ry* ———
PRACTISE, to act or make.
————*s, ed, ing* ———
PAUSE, to cease from action for a time.
———*s, ed, ing* ———

CHAPTER XI.

MAN.

MAN, very early in life, becomes the absorbing object of thought. As soon as the child has learned to look upon home, and the things of home, he fixes his young eye and heart upon man. Man, in those who love and wait upon him, has his chief attention. From these he proceeds to notice the visitor and the stranger, teaching us that there is something within him directing his regards to man as the lord of this world. Thus it is written concerning God: "The earth hath he given to the children of men."

Man is now to be studied, and the words that relate to him, gathered up and stored away for daily use.

THIRTEENTH STUDY

MAN.

MAN, at the present time, appears in great variety upon the earth. He differs in *color*, *form*, *size*, *intelligence*, *religion* and *civilization*. It is only the difference of variety. The Bible and true science declare that man has a common

origin, and that his first home was in Central Asia. There are about one billion of men at present on the earth.

EXERCISE I.

NAMES OF PERSONS AND THINGS.

GOTHIC.

DUNCE, a person of dull mind.
Are dunces slow of mind?
BOOR, a rustic; a rude person.
——*-ish, ishness* ——
SLAVE, a person held in bondage.
STRIP*ling*, a tall slender youth.
TROLLOP, a strolling woman.
DWELLER, an inhabitant of some place.
BOOBY, stupid fellow.
DOT*ard*, one who doats, one impaired in mind.
ROVER, one who wanders.
WHIM, a sudden start of the mind; fancy.
——*s, ical, ically* ——
HUNCH, a hump.
——*back*, a hump-back.

CELTIC.

SL*uggard*, a lazy person; one given to sleep in idleness.
DENIZ*en*, a freeman.
LUBB*er*, a heavy idle clown.
BUNG*ler*, one who works clumsily.
BOAST*er*, one who brags.
CRONE, an old withered person.

FRENCH.

HARLEQUIN, a buffoon dressed in parti-colored clothes.
BARON, a nobleman of the third degree.
——*ess, et, ial* ——
COUNT, a nobleman of the second degree.
——*ess* ——
Vis——, a nobleman of a low degree.
DANDY, a silly fellow; a coxcomb.
COW*ard*, one who wants courage to meet danger.
——*ly, liness* ——
SOJOURN, under or through a day; a short stay.
——*er* ——
BEAU, fine and handsome; a well-dressed man.
——*ty* ——
BELLE, a well-dressed lady.
SIR, sire or lord.
MONSIEUR, Mr., my sire.
MESSIEURS, more than one——
DUPE, one easily led astray.
FOOL, blunt or void of sense.
——*ish, ishly, ishness* ——
CHUM, a chamber-fellow.
TRAVEL*ler*, one who visits foreign countries.
MIEN, the look, or air.
Individual, a single person.
——*ly, ity* ——
MA*ster*, the greater who guides; the man who manages.

MINIS*ter*, the less who guides; the one who serves.

LATIN.

BOY, a male child; a youth.
——*ish, ishness, hood* ———
GIRL, a female child; a young woman.
——*ish, ishness, hood* ———
ART, strength, practice of skill.
——*ist, isan* ———
IDIOT, a natural fool.
PERSON, an individual man.
———*al, ally, ality* ———
DISCI*ple*, a follower; a learner.
MISER, a miserable or covetous person.
——*ly* ———
E*migrant*, one who quits one country for another.
*Im*MIGR*ant*, one who moves back into a country.
VO*tary*, one devoted to any service.

GREEK.

*Apo*STLE, one sent; a person who saw the miracles of Christ.
———*s, ship* ———
MIM*ic*, one who imitates another.
MARTYR, one put to death for adhering to his cause.
———*s, dom* ———
CYN*ic*, pertaining to a dog; a surly man.
PATRI*ot*, one who loves his country.
———*ism* ———
*Ac*COMPLICE, one joined with another in crime.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

ODD, singular in manner.
Are some men odd?
——*er, est, ly, ness* ———
RASH, hasty.
———*er, est, ly, ness* ———
SPRUCE, nice and trim.
PLUMP, fat and round.
———*er, est, ness* ———
GRUFF, rough and stern.
———*er, est, ly, ness* ———
BUSHY, thick and spreading.
CURLY, of a crispy nature.
MEEK, mild and soft in temper.
———*er, est, ly, ness* ———
QUEER, odd and notional.
———*er, est, ly, ness* ———
PALTRY, mean and low.
SLEEK, smooth and even, as the hair.
———*er, est* ———
STOUT, strong and lusty.
———*er, est, ly, ness* ———
SLENDER, thin and delicate.
———*er, est, ness* ———
SLUGGISH, of an idle heavy nature.
———*ly, ness* ———

CELTIC.

TALL, high in stature.
——*er, est* ———

FOND, foolishly loving.
——*er, est, ly, ness* ——
FLIPPANT, smooth and flowing, as speech.
————*ly* ——

FRENCH.

MODEST, retired and gentle.
———*ly, y* ———
Im———, *ly, y* ———
AMI*able*, worthy of love.
———*y, ness* ———
VAIN, empty and showy.
———*ly* ———
JEALOUS, suspicious of rivalry.
FRANK, free and open.
———*ly, ness* ———
GAY, merry and sportive.
——*er, est, ety, ness* ———
JOLLY, full of mirth.
CANDID, fair and open.
———*ly* ———
DROLL, humorous.
———*-er, est, ly, ness, ery* ———
SANGUINE, ruddy with temper.
————*ous* ———

LATIN.

MUNIFI*cent*, greatly generous.
————*ly* ———
PIOUS, godly, honest in honoring God.
———*ly* ———
Im———, *ly* ———
MASCUL*ine*, pertaining to a man.
FEMIN*ine*, pertaining to a woman.
GLUTTON*ous*, given to excessive eating.
SENTIENT, having power to notice.

GREEK.

BLUNT, dull and rude.
————*er, est, ly, ness* ———
CYN*ic*, of the nature of a dog.
———*al, ally* ———
CHRIST*ian*, of the nature of Christ.
————*like, ly* ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

BEG, to ask or crave.
Need any one beg in this country?
——*ary, able, ar, ed, ing* ———
RAVE, to rage, to wander in mind.
———*s, ed, ing, er* ———
MUMBLE, to speak mutteringly.
————*s, ed, ing, er* ———
GRUMBLE, to make a hollow noise; to speak with discontent.
————*s, ed, ing, er* ———
FUMBLE, to stop, to feel along.
————*s, ed, ing, er* ———
LULL, to throw down and quiet.
——*s, ed, ing* ———
LOLL, to lean, to lie at ease.
——*s, ed, ing, er* ———
LOITER, to be late, stay behind.
———*s, ed, ing, er* ———
WAGE, to lay, to bet.
———*s, ed, ing, er* ———
HASTE, to hurry, to urge forward.
——*-s, ed, ing, en* ———

SQUANDER, to spend wastefully.
———*s, ed, ing, er* ———
RAISE, to rouse, lift up.
———*s, ed, ing* ———
HUNCH, to thrust with the elbow.
———*s, ed, ing* ———
SPORT, to play or make merry.
———*s, ed, ing* ———
STRUT, to walk proudly.
———*s, ed, ing* ———
SIT, to rest in a certain posture.
——*s, ing* ———
Sat ———
WAIL, to cry out, to lament.
———*s, ed, ing* ———
GRUMBLE, to murmur or growl with discontent.
———*s, ed, ing* ———
BLUNDER, to move blindly, to err.
———*s, ed, ing, er* ———

CELTIC.

BLAB, to speak without thinking.
Do children blab tales?
——*s, ed, ing, er* ———

FRENCH.

*So*JOURN, to tarry under or through a day; to make a short stay.
———*s, ed, ing* ———
*Com*PRISE, to include, as a discourse in few words.
———*s, ed, ing* ———
TRAVEL, to visit foreign countries.
———*s, ed, ing* ———
TRAVAIL, to toil or labor with pain.
———*s, ed, ing* ———
*De*MEAN, to behave, to conduct oneself.
———*s, ed, ing* ———
BLAME, to censure, find fault.
———*s, ed, ing, able, ably* ———
FLATTER, to soothe by praise.
———*s, ed, ing, er* ———

LATIN.

*E*MIGRATE, to quit one country for another.
———*s, ed, ing* ———
*Im*MIGRATE, to move back into one's country.
— ——*s, ed, ing* ———
CENSURE, to find fault with any one.
———*s, ed, ing* ———
*Con*FIDE, to put trust in another.
———*s, ed, ing, ent* ———
*En*GAGE, to enlist, or hire.
———*s, ed, ing, ment* ———
*En*RAGE, to excite to fury.
———*s, ed, ing* ———

GREEK.

THEORIZE, to speculate about things, to guess about truth.
———*s, ed, ing* ———
SCHEME, to hold, to project designs or selfish plans.
———*s, ed, ing* ———
PORE, to look steadily, to examine peeringly.
———*s, ed, ing* ———

FOURTEENTH STUDY.

THE BODY.

THE body of man is a wonderful structure, and requires much care. Pure air, wholesome food, fit clothing, the free use of water and agreeable employments, are necessary to preserve health. The finest bodily forms are still found in Iran, near the site of Eden. This is a remarkable fact.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

LEG, the limb by which an animal walks.

Do the legs form instruments of motion?

GAIT, the manner of walking.

GROIN, the depressed part of the body.

CELTIC.

WAIST, that part of the body that is pressed by our clothes; part below the ribs.

FRENCH.

JAW, the cheek; the bones in which the teeth are fixed.

——*bone* ——

MUSCLE, a fleshy fibre, and also the organ of motion.

FIBRE, a thread; a fine part of the flesh of the body.

——*ous* ——

LATIN.

CATIL*age*, a smooth elastic substance, softer than bone.

——*inous* ——

GLAND, a soft, fleshy, nut-like organ.

——*ule, ular, ulous, ulation* ——

SPINE, the back-bone of an animal.

——*al* ——

——*cord, marrow* ——

PULSE, that which is driven, a beating of the heart.

——*ation, less* ——

CUTI*cle*, the outer skin.

TENDON, a bundle of fibres by which a muscle is joined to a bone.

*Ab*SORBENT, that which sucks up; a vessel of the body.

LIGA*ment*, that which binds or unites.

STA*ture*, the standing height.

GREEK.

PORE, a small passage in the skin.

——*ous* ——

NERVE, an organ of feeling.

——*ous, ously* ——

*Dia*PHRAGM, the breathing muscle.

AGONY, anguish of body or mind.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

PLUMP, thick, unhandy or fleshy.
Is a healthy child plump?
———*er, est, ness* ———
STOUT, strong
———*er, est, ly, ness* ———
LUSTY, bulky and strong.
———*er, est, ly* ———
STRONG, severe, endued with power.
———*er, est, ly, ness* ———
STURDY, hardy and strong.
———*er, est, ness, ly* ———
RAK*ish*, dissolute and wicked.
———*ly* ———
GRUFF, rough and surly.
———*ly, ness* ———

CELTIC.

SLUGG*ish*, dull and inactive.
———*ly, ness* ———

FRENCH.

FEEBLE, weak, without much power.
———*er, est, ly, ness* ———
*In*FIRM, not sound, weak.
———*ary, ity* ———
HARDY, advancing forward, resolute.
———*er, est, ness, hood* ———
LIVID, black and blue.
———*ness* ———
PUNY, small and feeble.

LATIN.

MUSCUL*ar*, pertaining to the muscles, strong.
VIGOR*ous*, full of bodily strength.
———*ly, ness* ———
ROBUST, firm and strong.
———*ness* ———
CORPU*lent*, having a gross body.
JUGUL*ar*, pertaining to the neck.
VIT*al*, belonging to the life.
———*ity* ———

GREEK.

PHYSIC*al*, pertaining to nature; also to the body of man.
PLETHOR*ic*, pertaining to fulness, overcharged.
CHOLER*ic*, pertaining to bile; easily excited to anger.
MELANCHOL*ic*, pertaining to black bile; given to gloomy forebodings.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

DIE, to sink, perish.
Does the soul die?
———*s, ed, ing* ———
GASP, to open the mouth wide for breath.
———*s, ed, ing* ———
CROUCH, to cringe or stoop down.

———*s, ed, ing* ———

SLAKE, to quench thirst.

———*s, ed, ing* ———

SPRAWL, to lie outspread.

———*s, ed, ing, er* ———

CRAWL, to creep as a worm.

———*ed, ing, er* ———

TRIP, to fall by striking the feet; to move lightly.

———*s, ed, ing, ingly* ———

JUMP, to leap or spring.

———*s, ed, ing* ———

GULP, to drink eagerly.

———*s, ed, ing* ———

SPRAIN, to burst, to weaken a joint.

———*s, ed, ing* ———

MANGLE, to cut and tear the body.

———*s, ed, ing* ———

STAGG*er*, to reel to and fro.

———*s, ed, ing* ———

SHIVER, to shake with cold or fear.

———*s, ed, ing* ———

FIDGET, to move about in starts.

———*s, ed, ing* ———

STRIP, to take off, to uncover.

———*s, ed, ing* ———

CELTIC.

WRIGG*le*, to move the body quickly to and fro.

———*s, ed, ing* ———

FRENCH.

MAIM, to hurt, to deprive of the use of a limb.

Can we maim the body

———*s, ed, ing* ———

GORMANDIZE, to eat greedily

———————*s, ed, ing* ———

PANT, to breathe shortly, to palpitate.

———*s. ed, ing* ———

*Re*VIVE, to live again, to come to life.

———*s, ed, ing* ———

*Sur*CHARGE, to overload the stomach.

———————*s, ed, ing* ———

DANCE, to move orderly to music.

———*s, ed, ing, er* ———

STANCH, to stop from flowing, as blood.

———*es, ed, ing* ———

LATIN.

*Per*SPIRE, to breathe through; to throw off the fluids of the body through the skin.

———————*s, ed, ing* ———

ANI*mate*, to give or invigorate with life.

———*s, ed, ing, ion* ———

*Circu*LATE, to carry round; to move around, as the blood.

———————*s, ed, ing* ———

*Dis*LOCATE, to put out of place, as a bone.

———————*s, ed, ing, ion* ———

MUTIL*ate*, to cut off a part of the body.

———————*s, ed, ing* ———

*Re*SUSCI*tate*, to raise life again, as after drowning.

———————*s, ed, ing, ion* ———

*Re*LAX, to loosen again.

———*es, ed, ing, ation* ———

*Re*SPIRE, to breathe.

———*s, ed, ing, ation* ———

*Suf*FUSE, to overspread, as with vapor or tincture.

———*s, ed, ing* ———

GREEK.

ACHE, to experience pain.

———*s, ed, ing* ———

AGONIZE, to distress with extreme pain, to torture.

———*s, ed, ing* ———

FIFTEENTH STUDY.

THE HEAD.

THE head is the noblest part of the body. It differs in form and size in different varieties of the human race. The Japhetic is commonly the finest form.

The face is the noblest part of the head, and seems formed to converse with heaven. The Greeks named man after his erect countenance: the Latins spoke of his divine face.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

SKULL, the bone that incloses the brain.

Is the skull strongly made?

SCALP, the skin on the top of the head.

CURL, a twisted part of the hair.

——*y* ——

WHISKER, the hair of the cheek.

SMILE, a pleasing and lighted change of feature.

BLUSH, a glow of face expressing health, joy, or shame.

FLUSH, a heated glow produced by a rush of blood.

BLEAR, sore and watery, as the eye.

——*er, est* ——

HAW, a stop or stumble in speaking.

——*s, ed, ing* ——

GLANCE, a ray of bright light flung from the eye.

GLARE, bright and piercing.

HUM, the sound of bees.

——*s, ed, ing* ——

CELTIC.

FRECKLE, a yellow spot on the skin.

SHOUT, a loud sound of the voice.

BUMP, a swelling or protuberance.

FRENCH.

TRESS, an outer curl of hair.

VISION, the act of seeing.

——*ary* ——

MIEN, look or appearance of the face.

GRIMACE, a distorted air of the face.

JAW, the cheek; the bones in which the teeth are fixed.

—— *-bone*, the bone ——

VISAGE, the countenance.

LATIN.

PALATE, the roof of the mouth.

——*al* ——

SUTURE, the knitting or seam of the bones of the head.
MANDible, that which chews; the jaw.
TEMPLE, the front side of the head above the eye.
SQUALOR, foulness.
GESTure, that which is borne; a meaning motion of the body.
ORBIT, the round cavity in which the eye is placed.
ASPECT, the look of the face.
POSTure, that is placed; position.
Expression, the act of pressing out; the meaning of the face.
————*less* ———
FEATure, that which is made; the cast of the face.
GUST, taste, relish.
——*ful* ———
CRANIUM, the skull.
LINEAment, the outline of the features.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

SLY, artful or cunning.
——*er, est, ly, ness* ———
SULLEN, set, silent and gloomy.
———*ly, ness* ———
HAGGard, lean and rough.
————*ly* ———
SLEEK, smooth and even.
———*er, est, ness* ———
GLOSSy, smooth and shiny.
———*er, est, ness* ———
WRY, twisted or turned on one side.
AUSTERE, stern and rigid.
———*ly, ness, ity* ———
SNAPPish, crusty or peevish.
————*ly, ness* ———

CELTIC.

SURly, like sour, sullen and snappish.
———*ness* ———
SHRILL, sharp and piercing.
———*er, est, ly, ness* ———

FRENCH.

HIDEOUS, frightful to see.
————*ly, ness* ———
VISual, pertaining to the sight.
PUNy, small and feeble.
TAWNy, of a yellowish dark color.
*De*MURE, sober and downcast.
————*ly, ness* ———
PALE, whitish, wanting in color.
——*ly, ness, er, est* ———

LATIN.

NASal, pertaining to the nose.
SQUALid, foul and dirty.
DENTal, belonging to the teeth.
MOLar, having the power to grind, as the molar teeth.
BILious, full of bile
*In*ANE, not full, empty or meaningless.
———*ity* ———
ARDent, burning or warm.
———*ly* ———

Dole*ful*, gloomy and sad.
———*ly, ness* ———
Morose, sour and sullen.
———*ly, ness* ———
Ocul*ar*, pertaining to the eye.

GREEK.

Stoic*al*, belonging to a stoic; not moved by passion.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

Smile, to cause the features to change with pleasure.
Do infants smile?
———*s, ed, ing* ———
Blush, to redden in the face with joy or shame
———*es, ed, ing* ———
Flush, to redden heatedly in the face.
———*es, ed, ing* ———
Glance, to dart a ray of light suddenly.
———*s, ed, ing* ———
Squint, to look obliquely or crosswise.
———*s, ed, ing* ———
Freckle, to have the face spotted, as by the sun.
———*s, ed, ing* ———
Blear, to make sore and watery.
———*s, ed, ing* ———
Glare, to look fiercely.
———*s, ed, ing* ———
Curl, to twist the hair in ringlets.
———*s, ed, ing* ———
Un——, to take out.
———*s, ed, ing* ———
Craunch, to crush harshly with the teeth.
—— ——*s, ed, ing* ———
Mumble, to mutter closely.
———*s, ed, ing* ———
Hum, to utter the sound of bees.
———*s, ed, ing* ———

CELTIC.

Shout, to throw out the voice forcibly.
———*s, ed, ing* ———
Toss, to jerk or throw.
———*es, ed, ing* ———

FRENCH.

Gargle, to roll water in the throat with noise.
———*s, ed, ing* ———
Frown, to show anger by contracting the brows.
———*s, ed, ing* ———
Pout, to push out, as the lips.
———*s, ed, ing, er* ———
Munch, to chew by large mouthfuls.
———*es, ed, ing* ———
*De*cry, to cry down.
———*es, ed, ing* ———
*Di*shevel, to suffer the hair to hang loosely.
———*s, ed, ing* ———
Frizzle, to crisp, to curl the hair.
———*s, ed, ing* ———
Grate, to rub or grind, as the teeth.
———*s, ed, ing*———

LATIN.

Mastic*ate*, to grind with the teeth.
———*s, ed, ing, ion*———
*De*vour, to eat greedily.
———*s, ed, ing*———

GREEK.

Trick*le*, to flow gently, as tears.
———*s, ed, ing*———

SIXTEENTH STUDY.

THE TRUNK.

The trunk includes all the body, except the head and limbs. It incloses the heart and lungs: the former, the fountain of the blood; the latter, the organ of breathing. These two vital parts are guarded by a frame of bones.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

Shrug, a drawing up of the shoulders.
Groin, the depressed part of the body, where the thigh and trunk meet.

CELTIC.

Waist, the part below the ribs, where the girdle is tied.
——— *-coat, -band* ———

FRENCH.

Trunk, the body without the limbs.
———*-less*———
Lobe, a part of the lungs.

LATIN.

Scapula, the shoulder-blade.
Verte*bra*, a joint of the back-bone.
———*al, ate*———
Tons*il*, a gland-like body at the opening of the throat.
Stomach, a bag-like vessel in which food is digested.
Trachea, rough; the wind-pipe.
Cell, a hollow like a bag, containing some substance, as air.
——*s, ular*———
Spine, the back-bone.
——*al*———

GREEK.

Sternum, the chest bone.
*Dia*phragm, the breathing muscle: it separates the chest from the belly.
Bronchia, two branches of the wind-pipe extending into the lungs.
———*al*———
Larynx, a whistle; the upper part of the wind-pipe.

GLOTTIS, the opening of the windpipe within the larynx where voice is formed.
Epi———, that which covers———
CHYM*e*, juice; food after digestion.
CHYL*e*, juice; a milk-like fluid, prepared from chyme.
SPL*een*, a spongy viscus under the lower ribs.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

SLENDER, thin and small in the waist.
SLIGHT, feebly built, delicate.

FRENCH.

RIGID, stiff and not easily bent.
———*ity, ness* ———
PUTRID, in a state of dissolution.
———*ity* ———

LATIN.

DORS*al*, belonging to the back.
FACI*al*, belonging to the face.
CORPOR*eal*, belonging to the body.
FLACCID, soft and weak.
———*ity* ———
VISCID, thick and sticky.
———*ity* ———
TORPID, without power or motion.
CALLOUS, hard and stiff, as an ulcer.
PECTOR*al*, belonging to the breast.

GREEK.

GASTR*ic*, pertaining to the stomach.
CARDI*ac*, pertaining to the heart.

EXERCISE III.

NAMES OF ACTIONS.

LATIN.

*Di*GEST, to separate in the stomach.
———*s, ed, ing, ion* ———
Un———*ed* ———
In———*tion* ———
PALPI*tate*, to beat gently, as the heart.
———*s, ed, ing, ion* ———
*Dis*LOC*ate*, to put out of place or joint.
———*s, ed, ing, ion* ———
LACER*ate*, to tear, as the flesh.
———*s, ed, ing, ion* ———
*In*HALE, to draw into the lungs.
———*s, ed, ing* ———
Ex———, *s, ed, ing, ation* ———
*Re*SPIRE, to draw air into the lungs.
———*s, ed, ing, ation* ———

GREEK.

CHYM*ify*, to change into chyme.
———*es, ed, ing, cation* ———
THROB, to drive or beat, as the pulse.
———*s, ed, ing* ———

SEVENTEENTH STUDY.

THE LIMBS.

THE limbs are the branches of the trunk, and are divided into two classes, the upper and lower. The lower limbs are formed for motion: the upper limbs are made for action. So wonderful is the structure of the hand, a part of the upper limb, that Sir Charles Bell has written a work on it to prove the existence of God.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

HUCKLE, the hip; a bunch.
Have you ever known a huckle-back?
SPRAIN, a loosening of the joints.
LEG, the lower limb from the ankle to the knee.
TIP, the end of any thing, as the finger.
SLAP, a blow with the open hand.

CELTIC.

Sock*et*, a hollow place, as the socket joint of the thigh.

FRENCH.

JOINT, the joining of two or more bones.
HAUNCH, the thigh or hip.

LATIN.

PALM, the inner part of the hand.
AGIL*ity*, power of quick motion, nimble.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

HASTY, eager, quick.
———*er, est, ly* ———
FLEET, swift of pace.
———*er, est, ly, ness* ———

CELTIC.

NIMB*le*, light and quick in motion.
———*er, est, y* ———

LATIN.

FEMOR*al*, belonging to the thigh.

Sure, steady, safe.
——*er, est, ly* ———
—— *-footed* ———
Act*ive*, lively, nimble.
———*ly* ———
In——, not ———

Dexter, the right.
———*ous, al, ity* — —
————*ly, ness* ———
Rapid, quick of motion.
——*ly, ity* ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

Sprain, to loosen the joints.
Did you ever sprain your foot?
———*s, ed, ing* ———
Skip, to leap quickly and successively.
——*s, ed, ing* ———
Swing, to move to and fro, as the arms.
———*s, ed, ing* ———
Sway, to move wavingly with the hand.
———*s, ed, ing* ———
Twirl, to move round quickly.
———*s, ed, ing* ———
Tramp, to tread with the feet.
———*s, ed, ing* ———
Thrum, to play forcibly on an instrument with the fingers.
———*s, ed, ing* ———
Plod, to move heavily or slowly.
——*s, ed, ing* ———
Fumble, to grope about with the hand.
———*s, ed, ing, er* ———
Trip, to strike the foot and stumble.
——*s, ed, ing* ———
Tip, to strike lightly.
——*s, ed, ing* ———
Slap, to strike with the open hand.
——*s, ed, ing* ———

CELTIC.

Clasp, to inclose in the hands.
———*s, ed, ing* ———

FRENCH.

Joint, to form with joints.
———*s, ed, ing* ———
Bound, to move forward by leaps.
———*s, ed, ing* ———
*Em*brace, to inclose in the arms affectionately.
———*s, ed, ing* ———
Pinch, to press hard between the fingers.
———*es, ed, ing* ———
Push, to drive against with pressure.
——*es, ed, ing* ———

LATIN.

Mutil*ate*, to cut off a limb.
———*s, ed, ing* ———
*In*flame, to set on fire, to heat the blood-vessels.
———*s, ed, ing, ation* ———
*Re*lax, to loosen, as the joints.
———*es, ed, ing* ———
Ossi*fy*, to form bone.
———*es, ed, ing, cation* ———
*Per*ambul*ate*, to walk through or about.
————*s, ed, ing* ———

EIGHTEENTH STUDY.

STATES OF THE BODY.

HEALTH AND DISEASE.

THE body exerts a constant influence upon the mind. Our thoughts and feelings are shaped and colored by health and disease. A sound mind commonly inhabits a sound body. To promote health, air, water, food, clothing, action and rest are necessary.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

MUMPS, a swelling under the ear.
Are mumps dangerous?

COUGH, a loud, convulsive breathing.

*Hic*COUGH, a convulsive, catching cough.

MEASLES, spots; a disease of the body which is infectious.

QUALM, that which vexes; sickness of the stomach.

CELTIC.

FIT, a paroxysm, or painful twisting of the body.

——*ful* ——

FRENCH.

JAUNDICE, yellow; a disease marked by a yellowness of the eyes and skin.

FEVER, a disease marked by great heat and high pulse.

——*et, ish* ——

ULC*er*, a sore in the soft parts of the body.

TUBER*cle*, a pimple on the skin; a small tuber.

*Dis*EASE, disturbed rest, disturbed health.

LASSIT*ude*, state of losing; a relaxed state of the body.

*Symp*TOM, what happens with disease, an indication of disease.

SPASM, a sudden contraction of a muscle.

——*odic* ——

LATIN.

TUMOR, a swelling.

BILE, an inflamed tumor.

—— *-duct, -stone* ——

DROPSY, an unnatural collection of water in any part of the body.

——*cal, cally* ——

*Debil*ITY, want of power, weakness.

FISTULA, a species of ulcer.

*Con*GESTION, an unnatural collection of blood in any part of the body.

*In*FLAMMATION, a redness and swelling, attended with a feverish pain.

LETHARGY, an unnatural sleep.

CURE, restored health.

*Ab*SCESS, a going from; an opening containing pus.

GREEK.

PALS*y*, a suspension of the use of any part of the body.

PLEURIS*y*, an inflammation of the inside of the chest.

SPASM, a drawing of the muscles.

———*odic* ———

RHEUM, a flowing; a disease of the mucous glands.

RHEUMATISM, a disease affecting the joints and muscles of the body.

————*tic* ———

ASTHMA, a disease of respiration.

———*tic* ———

GANGRENE, a mortification of living flesh.

COLIC, a severe pain in the bowels.

NAUSEA, ship-sickness, sickness of the stomach.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

QUALMIS*h*, somewhat sick at the stomach.

FRIGHT*ful*, full of alarm, dreadful.

FLABBY, hanging loose.

———*ly, ness* ———

GAUNT, thin and lean.

FRENCH.

TENDER, soft, sensitive to the touch.

———*er, est, ly* ———

SENSIT*ive*, easily excited by touch.

————*ly, ness* ———

ROUND, full and plump.

LATIN.

CURAT*ive*, tending to cure.

CURA*ble*, that may be cured.

In———, ———

LAXAT*ive*, tending to loosen.

FEBR*ile*, that which is feverish.

LACTE*al*, belonging to milk or chyle.

*Con*GEST*ive*, tending to an unnatural collection of blood.

*In*FLAMMATORY, partaking of unnatural heat and fever.

MORT*al*, belonging to death.

———*ly, ity* ———

FETID, offensive to the smell.

FISTUL*ous*, having the nature of an ulcer.

CADAVER*ous*, full of the expression of a dead body, deadly.

GREEK.

CAUS*tic*, corroding or burning flesh.

CHRON*ic*, partaining to time, of some duration.

HECT*ic*, habitual, affected with fever.

*Epi*DEMIC, upon the people, affecting great numbers.

RICKET*y*, diseased with rickets.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

Cough, to breathe audibly and convulsively.
Is it painful to cough?
——*s, ed, ing* ———

FRENCH.

Gall, to fret the skin by rubbing.
——*s, ed, ing* ———
Gash, to cut deep, or wound.
——*s, ed, ing* ———

LATIN.

Cure, to heal, to restore soundness.
——*s, ed, ing, able* ———

*De*form, to mar or alter the natural shape.
———*s, ed, ing* ———
Nause*ate*, to become sick at the stomach.
———*s, ed, ing* ———
*In*flame, to excite heat unnaturally.
———*s, ed, ing* ———
Ulc*erate*, to turn to an ulcer.
———*s, ed, ing* ———

GREEK.

Cauterize, to sear with fire or hot iron.
———*s, ed, ing* ———
Ache, to suffer pain.
——*s, ed, ing* ———

NINETEENTH STUDY.

THE SENSES.

The senses are five in number, and may be regarded as the avenues of knowledge. Through them, the soul and the world are constantly communing with one another. Their education should be carefully conducted.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

Smell, the sense by which we perceive odors.
Is smell a useful sense?

FRENCH.

Touch, the sense of feeling.
Does touch give us a knowledge of form?

SENSE, the instrument by which animals notice external bodies.
——*ation, less, ible, ibility, bly* ——
*Per*FUME, sweet odor.
————*er, ery* ———

LATIN.

VISI*on*, the act or faculty of seeing.
Is the vision of man as strong as the eagle's?
———*less, ary, ist* ———
ODOR, scent or fragrance.
——*ous* ———
SCENT, that which affects the smell.
——*s, less* ———
FORM, the outline or shape of any thing.
——*less* ———
VIBRA*tion*, the act of trembling, that produces sounds.
COLOR, a quality of light, the hue of bodies to the eye.
——*less, ist* ———
FRAGRA*nce*, the emitted odor of any thing.
————*y* ———
*Sub*STANCE, that which stands under; something real.

GREEK.

TREMBL*ing*, the shaking or vibrating of a body.
Does the ear give us the tremblings of sounding bodies?
————*ly* ———
CLANG, a sharp metallic sound.
———*or* ———

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

HARSH, rough to the touch or ear.
Are the sounds of thunder harsh?
———*er, est, ly, ness* ———

CELTIC.

SHRILL, a sharp piercing sound.
Is the sound of a steam-whistle shrill?
———*er, est, ness* ———

FRENCH.

ACR*id*, sharp and pungent to the taste.
Are pickles acrid?
——*ness* ———
*In*SIPID, not affecting the tasteful, tasteless.
———*ly, ity, ness* ———
DELICI*ous*, highly pleasing to the taste.
————*ly, ness* ———
SENSI*ble*, that may be known by the senses.
SAL*ine*, of the nature of salt.
VISI*ble*, that may be seen.
———*y* ———
VISU*al*, pertaining to the sight.
SENSU*al*, pertaining to the senses.
————*ly, ity* ———

LATIN.

VAP*id*, flat and lifeless,
Is saltless food vapid?
———*ly, ness, ity* ———
PALATA*ble*, that which affects the palate or taste agreeably.
Un———

PUNG*ent*, biting or pricking to the taste.
TANG*ible*, that may be touched.
———*ness* ———
In———, that may not ———
TACTU*al*, belonging to the touch, tangible.
AUD*ible*, that may be heard.
———*y, ness* ———
In——, that may not———
SAP*id*, that which affects the taste, tasteful.
——*ity, ness* ———
SONOR*ous*, having the power to produce sounds.
————*ness, ly* ———
VIBRAT*ory*, that vibrates.
FRAGR*ant*, the strong odor of any thing.
————*ly* ———
AUDIT*ory*, that has the power of hearing.
OLFACT*ory*, having the power of smell.
GUSTAT*ory*, having the power of taste.
SUBSTAN*tial*, belonging to what exists.
————*ly, ity* ———

GREEK.

OPT*ic*, pertaining to vision, as the optic nerve.
Is the optic nerve delicate?
——*al* ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

GLOAT, to peep; to gaze steadfastly.
Does the thief gloat on plunder?
——*ed, ing* ———
SMELL, to perceive odors.
——*s, ed, ing* ———

CELTIC.

TINGLE, to feel a thrilling sound.
Does the ear tingle with trumpet-sounds?
———*s, ed, ing* ———
KEN, to see at a distance.
——*s, ed, ing* ———

FRENCH.

TOUCH, to perceive by the sense of feeling.
Was it believed that kings cured diseases by touch?
——*s, ed, ing* ———
Un——*ed* ———
*Per*FUME, to scent with sweet odor.
————*s, ed, ing* ———

LATIN.

SCENT, to smell or perfume.
Can Indians scent each other?
———*s, ed, ing* ———
VIBRATE, to tremble, or oscillate.
————*s, ed, ing* ———
QUIVER, to shake or tremble.
———*s, ed, ing* ———

GREEK.

CLANG, to make a sharp shrill sound.
Do cymbals clang?
———*s, ed, ing* ———

TWENTIETH STUDY.

THE SOUL.

THE soul is that part of man that thinks, feels, wills and acts responsibly. It is known by various names, as the mind, spirit, heart, will, and conscience.

All souls or spirits are properly divided into two classes: the godly and the ungodly.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

DREAM, something thought out in partial sleep.

What is the theory of dreams?

SCORN, proud contempt.

———*ful, fully, er* ———

FRENCH.

BEAUTY, that which pleases and refines; an assemblage of graces.

TRANCE, a passing over; a state in which the soul seems to leave the body.

GRAND*eur*, the quality of greatness.

FOIBLE, a weakness or whim.

*In*VENT*ion*, that which is discovered.

REVERIE, a dream; loose thinking.

LATIN.

*De*LIRIUM, a wandering in mind; a raving.

MANIA, madness, disorder of mind.

———*c.* one who is disordered in mind.

———*al* ———

*In*SPIRA*tion*, the inbreathing of God; the operation of God's Spirit on prophets and apostles.

LEVIT*y*, lightness of temper.

QUER*y*, a searching into; an examination.

*In*QUIRY, a searching; a question.

NOTICE, observation.

TALENT, a balance, and then a faculty for any thing.

———*s, ed* ———

FACIL*ity*, quality of being easily pursued, easily done.

*Con*TEMPT, despising, treating with disdain.

QUALITY, what belongs to a substance.

*Improv*IDE*nce*, not seeing before, without forethought.

TEMPERAMENT, state of the mind as marked by some quality.

OPINION, the judgment of the mind.

*Ob*LIVION, forgetfulness.

CRED*ence*, reliance on testimony.

STUDY, a fixing the mind on a subject to examine it.

———*ous, ously* ———

PATI*ence*, continuance in bearing ills.
VAG*ary*, a wandering of the thoughts.

GREEK.

MONOMANIA, disorder of the mind in one point.
————*ac*, one who ———
————*al* ———,

*EC*STASY, a standing out of oneself; a high trance.
*EC*STAT*ic*, pertaining to ———
*EN*THUSIA*sm*, indwelling of a divine spirit; moved to order by divine things.
*EN*THUSIAS*tic*, partaking ———
————*al, ally* ———

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

SLAV*ish*, somewhat like a slave; servile.
———*ly, ness* ———
CRING*ing*, bowing or flattering.
Low, beneath in place, dejected.
——*ly, ness* ———

FRENCH.

*IG*NORA*nt*, without knowledge.
————*ly, ce* ———
BASE, low in place or nature.
——*er, est, ly, ness* ———
*IM*MATERI*al*, not belonging to matter.
*IN*VENT*ive*, power to come into; quick at discovery.
FACILE, easily done; working easily.

LATIN.

SERV*ile*, of the nature of a slave; cringing.
———*ly, ity* ———
VILE, base, or hateful.
——*er, est, ly, ness* ———

CONTEMP*tuous*, full of disdain.
————*ly, ness* ———
*DES*PIC*able*, that should be despised; vile.
*AB*HORR*ent*, of a nature to be hated.
————*ce* ———
CRUDE, raw, or not mature.
———*ity, ness, ly* ———
*CO*G*ent*, a driving or urging onward.
———*cy, ly* ———
*IM*BECILE, not strong; feeble in mind.
————*ity* ———
*IN*STRUCT*ive*, power to see into; immediate power of thought.
————*ly, ness* ———
PUER*ile*, childish.
VOLAT*ile*, lively, fickle in mind.
*CON*TEMPLA*tive*, given to close thinking.
*DES*PON*dent*, cast down, or dejected.
CREDULOUS, apt to believe without evidence.
In———, not ———
*IN*GENIOUS, begetting what is skilful.
*RES*PONS*ible*, that may respond or account to another; answerable.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

DOTE, to err, to be delirious.
Does the soul dote?
——*s, ed, ing* ———
DREAM, to think while partly asleep.
———*s, t, ing, er* ———
HANKER, to long or hang upon a thing with desire.
———*s, ed, ing* ———
SCORN, to despise or slight.
———*s, ed, ing* ———
CRINGE, to bow or fawn.
———*s, ed, ing* ———
START, to move suddenly by impulse.
———*s, ed, ing* ———

CELTIC.

GRUDGE, to murmur; to give or take unwillingly.
———*s, ed, ing* ———

FRENCH.

CRAZE, to crush; to disorder the mind.
——*s, ed, ing, y, iness* ———
WAIT, to linger on the way; to stay expectantly.
——*s, ed, ing, er* ———
*A*STONISH, to strike dumb with sudden fear.
————*es, ed, ing* ———
STUPE*fy*, to make dull; to blunt the mind.
———*es, ed, ing* ———

LATIN.

VILI*fy*, to make vile or contemptible.
——*es, ed, ing* ———
*Con*TEMN, to despise, to slight as mean.
———*s, ed, ing* ———
*Dis*DAIN, to think unworthy.
———*s, ed, ing*———
*De*SPISE, to view as inferior; to treat disdainfully.
———*s, ed, ing* ———
*Ab*HOR, to hate extremely.
———*s, ed, ing* ———
*De*JECT, to cast down, or sink the spirits.
———*s, ed, edly, ing, ion* ———
STUDY, to fix the mind on a subject for examination.
———*es, ed, ing* ———
*In*QUIRE, to seek into, to examine.
———*s, ed, ing* ———
NOTICE, to note carefully
———*s, ed, ing* ———
Un———, not ———
*De*SPOND, to cast down, deject.
———*s, ed, ing* ———
*Dis*TINGUISH, to point or prick; to separate one thing from another.
————*es, ed, ing* ———
Un————, ———
STULTI*fy*, to make foolish.
———*es, ed, ing* ———
*Con*SIDER, to plan together; to fix the mind upon any thing, and weigh it.
————*s, ed, ing* ———

GREEK.

THEORIZE, to speculate.
————*s, ed, ing* ———

CRITICISE, to separate; to judge the works of men.
———*s, ed, ing* ———

TERM, to name.
———*s, ed, ing* ———

TWENTY-FIRST STUDY.

THE INTELLECT.

THE intellect is that part of the soul that thinks, reasons and knows. It is commonly known as the mind. The intellect produces knowledge.

EXERCISE I.

NAMES OF THINGS.

CELTIC.

REASON, the power of discovering the meaning of things, and drawing conclusions.
———*able, ably, ableness* ———
Un———, ———

FRENCH.

SENS*ation*, a change in the soul produced by an impression on the senses.
JUDGMENT, the power by which we compare ideas.

LATIN.

IMAGIN*ation*, the power of giving form to sensations.
Apprehension, the power of taking hold of any thing, as a sensation.
Perception, the power of noticing and referring sensation to something without us.
MEMO*ry*, the power by which we retain the knowledge of the past.
Recollection, the power of recalling the past.
Conception, the power of forming ideas, or perceiving an absent thing.
————*al, ally* ———
Abstraction, the power of withdrawing a part of a thing, and examining it.
Intellect, that part of the soul that understands.
————*ual, ually* ———
Aberration the wandering of the mind.
PENETRA*tion*, the act or power of perceiving clearly.
Depression, a sinking of the spirits.
Acceptation, the act of receiving; a reception.
ARGUMENT, a reason offered for or against a thing.
————*ative, atively* ———

Decision, the act of cutting off; a conclusion.
CURIOSITY, the power of the mind that leads us to seek new things.
Conclusion, the act of shutting up; the result.
Ex————

GREEK.

IDEA, an image, a thought.
——*al, ality* ———
FANCY, that power by which the mind forms images.

EXERCISE II.

NAMES OF QUALITIES.

CELTIC.

DULL, heavy and stupid.
——*er, est, ness* ———
GLOOMY, sorrowful and dark.
———*ily, iness* ———

FRENCH.

SENS*itive*, power to receive impressions.
————*ness, ly* ———
SENS*ual*, pertaining to the senses.
———*ly, ity* ———
SENSU*ous*, abounding in what is sensual.
RATIO*nal*, pertaining to the reason.
————*ly, ity* ———
Ir————, *ly* ———
STU*pid*, dull and heavy.
———*ly, ity* ———
SENSATE, having power to know by senses.

LATIN.

MEN*tal*, pertaining to the mind.
————*ly* ———
SANE, sound.
——*ity* ———
In——, *ity* ———
IDIO*tic*, like a fool.
IMAGIN*ative*, having the nature of imagination.
Perceptive, having the nature of perception.
Conceptive, having the nature of conception.
ACT*ive*, the power of acting, lively.
———*ly, ity* ———
In——, ———
FANC*iful*, abounding in fancy.
————*ly, ness* ———
Retentive, power to hold again; power to remember.
SPECULAT*ive*, given to theorizing, or thinking generally.
————*ly* ———
*In*QUISIT*ive*, given to research or inquiry.
CURIOUS, desirous to see what is new or unknown.
————*ly* ———
*Ob*VIOUS, in the way; open to the mind.
————*ly, ness* ———
RATIO*nal*, belonging to the mind.
————*ly, ity* ———
Ir————, not ———
*Ob*TUSE, blunt or dull.
————*ness, ly* ———

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

*Con*CEIVE, to form any thing in the mind.
———*s, ed, ing* ———
JUDGE, to compare, to decide.
———*s, ed, ing* ———
REASON, to draw conclusions, and find the meaning of things.
———*s, ed, ing* ———

LATIN.

IMAGINE, to give force to sensation.
———*s, ed, ing, ary* ———
*Ap*PREHEND, to take hold of a thing, as a sensation.
———*s, ed, ing* ———
*Per*CEIVE, to notice any thing, as our sensations, and refer them to something without us.
———*s, ed, ing* ———
*Sup*POSE, to place under; to lay down as true.
———*s, ed, ing* ———
*Ab*STRACT, to withdraw a part of a thing.
———*s, ed, ing* ———
*Com*PREHEND, to take up together; to understand.
———*s, ed, ing* ———
PENETRATE, to make way into any thing.
———*s, ed, ing* ———
*Dis*TRACT, to draw apart, to divide the thoughts.
———*s, ed, ing* ———
*Re*COLLECT, to recall the past.
———*s, ed, ing* ———
FANCY, to form unreal images.
———*es, ed, ing* ———
*Re*FLECT, to bend back; to think attentively.
———*s, ed, ing, ion* ———
*Sus*PECT, to see under; to have a slight opinion.
———*s, ed, ing* ———
*De*PRESS, to sink or cast down the spirits.
———*es, ed, ing* ———
*De*CIDE, to cut off; to conclude.
———*s, ed, ing* ———
SPECULATE, to see through; to consider a thing in the mind.
*Con*CLUDE, to shut up, to draw to an end.
———*s, ed, ing* ———
Ex———, *s, ed, ing* ———
In———, *s, ed, ing* ———
Pre———, *s, ed, ing* ———

GREEK.

FANCY, to seem; to form images of things.
———*es, ed, ing* ———
IDEALIZE, to form images or ideas.
———*s, ed, ing* ———

TWENTY-SECOND STUDY.

THE SENSIBILITIES.

THE sensibilities are that part of the soul that feels. It is known as the heart, and produces the emotions, desires and affections.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

DUDGEON, a small dagger; ill-will.
Is it wicked to take any thing in dudgeon?

CELTIC.

SAD*ness*, an emotion of pain or sorrow.

FRENCH.

JOY, a shout or leap; delight in possessed good.
——*s, ous, ful, less, lessly, fully* ——
*En*VY, pain produced by the good of others.
——*ous, ousness, able* ——
RAGE, furious anger.
*E*MOTION, a moving of the mind; a feeling of pain or pleasure.
*Pro*PENS*ity*, a bent of the mind to any thing.
DESIRE, an emotion directed to secure an object.
*De*SPAIR, a form of anger without hope.
DELIGHT, great pleasure.
——*some, ful, fully, fulness* ——
ESTEEM, high estimate of a person.
CHEER*fulness*, an emotion of delight.
VENGE*ance*, a passion leading us to inflict pain on another.
*Con*SCIENCE, the feeling of right and wrong.
SENTI*ment*, that which is thought under the impulse of feeling.
JEALOUSY, an uneasy feeling lest a rival should be preferred.
VANITY, a feeling that leads us to think too highly of self.

LATIN.

*Ap*PETITE, a natural desire of good.
CURIOSI*ty*, a desire to know something new.
VERACI*ty*, an inclination to speak the truth.
HUMOR, a witty turn of mind.
ANGER, a passion produced by injury.
*Con*TINE*nce*, a holding or restraint on passion.
BENEVOL*ence*, well wishing.
MALEVOL*ence*, ill wishing.
MALICE, extreme hatred.
GRATI*tude*, the return of good-will.
*Im*PULSE, quick motion of the mind.
——*ive, ively* ——

PASSION, the excitement of the mind.
Approbation, the act of assenting to a thing with pleasure.
Excitement, that which rouses; the state of roused action.
*Com*PASSION, a fellow-suffering; pity.
————*ate, less* ———
ANXIETY, great concern for the future.
Exultation, the act of leaping out of oneself; rejoicing greatly.

GREEK.

MELANCHO*ly*, black bile; an emotion of gloom.
*Sym*PATHY, a sharing of others' joy or grief.
————*etic* ———
*Ec*STASY, exultant joy.
*Anti*PATHY, feeling against a person or thing; hatred.

EXERCISE II.

NAMES OF QUALITIES.

CELTIC.

SAD, depressed with pain or grief.
——*er, est* ———
WANTON, loose in feeling.
————*ly, ness* ———

FRENCH.

*Re*VENGE*ful*, abounding in inflicting pain for injury.
CHEER*ful*, full of joyous feeling that expresses itself in shouts.
JEALOUS, given to uneasiness lest we should be robbed of another's love.
VAIN, over-estimating self.
——*er, est* ———
JOY*ous*, full of delighted feelings.
———*ly, ness* ———
ENVI*ous*, full of painful feeling at another's good.
————*ly, ness* ———
MOR*al*, belonging to custom or law; right.
———*ly, ity* ———
Im———, not ———

LATIN.

CURIOUS, fond of new things.
HUMOR*ous*, abounding in wit or pleasantry.
————*ly, ness* ———
EMUL*ous*, full of a disposition to rival others.
————*ly* ———
BENEVOL*ent*, well-wishing.
————*ly* ———
MALEVOL*ent*, evil-wishing.
————*ly* ———
GRATE*ful*, abounding in a disposition to return thanks.
————*ly* ———
VINDICT*ive*, given to revenge.
ANXI*ous*, greatly desirous about the future.
ODI*ous*, full of what is hateful.
———*ly, ness* ———
Delectable, highly pleasing.
Susceptible, that may be impressed; tender or delicate.
PRONE, inclined to any thing.
*In*NATE, inborn, natural.

EXERCISE III.

NAMES OF ACTIONS.

CELTIC.

WANTON, to ramble loosely; to go without restraint.

———*s, ed, ing* ———

Is it foolish to wanton?

FRENCH.

DESIRE, to wish for.

———*s, ed, ing, able* ———

ESTEEM, to think highly of.

———*s, ed, ing* ———

*De*SPAIR, to give up hope.

———*s, ed, ing* ———

PITY, to feel distress with another.

——*s, ed, ing* ———

DELIGHT, to take great pleasure in any thing.

———*s, ed, ing*———

RAGE, to rave with anger.

——*s, ed. ing* ———

*Re*VENGE, to inflict pain for injury received.

————*s, ed, ing* ———

CHEER, to shout; to animate

——*s, ed, ing* ———

JOY, to shout or leap; to be highly pleased.

——*s. ed, ing* ———

En——, *s, ed, ing* ———

*En*VY, to feel pain by seeing others' good.

——*s, ed, ing* ———

*Ap*PROVE, to assent to a thing.

————*s, ed. ing* ———

Dis————, *s, ed, ing* ———

ABASE, to bring low; to humble.

———*s, ed, ing* ———

*Ex*CITE, to rouse or stir up.

*Re*SENT, to take ill.

———*s, ed, ing* ———

*A*STOUND, to strike dumb with amazement.

————*s, ed, ing* ———

PACI*fy*, to make peace; to allay anger.

———*es, ed, ing* ———

LATIN.

IMITATE, to do what others do.

————*s, ed, ing, ion* ———

*Per*TURB, to turn through; to trouble the feelings.

————*s, ed, ing* ———

Dis——, *s, ed, ing* ———

*Ex*ULT, to leap out of oneself; to rejoice.

——*s, ing, ed* ———

EMULATE, to rival and excel others.

————*s, ed, ing, ive* ———

HUMOR, to gratify by yielding to one's wish.

———*s, ed, ing* ———

ANGER, to excite bad or revengeful feelings by injury.

———*s, ed, ing* ———

GRATI*fy*, to make agreeable.

———*-s, ed, ing* ———

*De*PLORE, to feel and express deep grief.

————*s, ed, ing* ———

GREEK.

*Sym*PATHIZE, to share the feelings of others.

————*s, ed, ing* ———

TWENTY-THIRD STUDY.

THE WILL.

THE will is that part of the soul that purposes, and carries out into action all the determinations of the soul. A well-trained will is a noble thing. Upon it, in a great measure, depends prosperity and happiness.

EXERCISE I.

NAMES OF THINGS.

FRENCH.

*Pur*POSE, a setting before; that which is willed.

*In*TENTION, a bending of the mind upon an object; a purpose.

CHOICE, the act of choosing.

LATIN.

V)LI*tion*, the act of willing or choosing.

*De*CREE, that which divides; a determination.

*De*TERMIN*ation*, the act of settling a thing; a particular purpose.

*Com*PULS*ion*, the act of urging by force.

*Con*SENT, agreeing in thought with another.

———*ing* ———

*Re*SIGNATION, the act of yielding to another's will.

*Con*SEQU*ence*, that which follows; the result of an action.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

PROMPT, ready to act.

———*ly, ness* ———

DILATORY, drawing out; slow.

TARDY, stopping; slow and dilatory.

———*ly, ness* ———

LATIN.

*Ef*FICI*ent*, producing effects.

———*ly* ———

*Ef*FECT*ive*, having the power to produce.

———*ly, ness* ———

*De*TERMIN*ed*, having a fixed power of choice.

Self———

VOLUNT*ary*, having power of choice; acting freely.

———*ly, ness* ———

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

*Pur*POSE, to set before; to will.
———*s, ed, ing* ———
*In*TEND, to bend the mind upon a thing; to purpose.
———*s, ed, ing* ———
*Pro*POSE, to put forward; to offer for acceptance.
———*s, ed, ing* ———

LATIN.

*De*CREE, to decide, determine.
———*s, ed, ing* ———
*De*TERMINE, to settle or limit; to purpose.
———*s, ed, ing* ———
*Com*PEL, to urge by force.
———*s, ed, ing* ———
*Con*SENT, to agree in thought with another.
———*s, ed, ing* ———
*Re*SIGN, to yield to another's will.
———*s, ed, ing* ———
*Se*LECT, to choose from a number.
———*s, ed, ing* ———

THIRTY-FOURTH STUDY.

LANGUAGE.

THE gift of speech is social, and fits man for society. Language, written or spoken, implies a social feeling in man. Its origin is divine: its forms and present state are the result of human culture. Language is many-tongued. There are now about *three thousand* varieties upon the earth.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

STOP, a pause; a point to mark a pause in reading.
——, to pause.
——*ed, ing* ———
Un——, to take away.
Re——, to stop again.

CELTIC.

PITCH, a point; elevation of voice.
BROGUE, a cant word for a bad way of speaking.

FRENCH.

LETTER, a mark used as the sign of a sound.

SENTENCE, something thought; sounds that declare something.

———*tial*, belonging to ———

LANGUAGE, the product of the tongue, the medium of making known our thoughts.

TONE, quality of voice.

——*ic*, pertaining to ———

VOICE, the sound produced by the vibration of air emitted from the lungs.

QUESTION, the act of asking; something asked.

———*s, er, able* ———

LATIN.

LINGUIST, one skilled in languages.

———*ic, ical* ———

ACCENT, pitch of voice; force of voice on part of a word.

Inflection, the act of bending the voice to suit the sense.

ARTICULATION, the uttering of sounds distinctly by joining the organs of speech.

Enunciation, the uttering of sounds in the right way.

Pronunciation, the giving the right sound to letters in a word, and the right accent to syllables.

QUANTITY, so much; the length of sound in uttering a vowel or syllable.

GREEK.

Emphasis, speaking upon; force of voice on certain words in sentences.

———*tic, tical, tically* ———

Un———, not ———

Paragraph, something written near; a part of discourse or writing.

Syllable, what is taken up in one sound; one or more letters sounded at once.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

GLIB, gliding, smooth.

——*ly, ness* ———

QUAINT, nice, artful.

———*ly, ness* ———

CELTIC.

FLIPP*ant*, smooth or glib.

———*ly, cy* ———

FRENCH.

POMP*ous*, showy and boastful.

———*ly, ness* ———

BOMBAST, soft stuff; high sounding in words.

———*ic* ———

ORAL, pertaining to the mouth; spoken.

——*ly* ———

LATIN.

ARTICUL*ate*, joined or united, sounds.

In——, not ———

FLU*ent*, flowing, as a liquid; ready in the use of words.

——*ly, cy* ———

MELLI——, honey-flowing; ready and agreeable in the use of words.

VOLU*ble*, power of rolling out words freely.

GRANDILOQU*ent*, speaking in a high style; very verbose.

————*ly, ce* ———

VERB*al*, pertaining to the word; literally.

———*ly* ———

VERB*ose*, full of words.

———*ity* ———

GREEK.

ALPHABET*ic*, pertaining to the letters of a language.

*Sym*BOL, something thrown together; a sign by likeness.

———*ic, al, ally* ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

SMATTER, to smack in speech; to talk ignorantly.

———*s, ed, ing, er* ———

BABBLE, to throw out words idly; to talk unthinkingly.

———*s, ed, ing, er* ———

STUTTER, to stop in speech; to stammer as if hindered.

———*s, ed, ing, er* ———

CELTIC.

PITCH, to raise or set the key-note in music.

——*es, ed, ing* ———

FRENCH.

*A*RRANGE, to dispose in order.

————*s, ed, ing, ment* ———

*Pro*NOUNCE, to utter words in the right way.

————*s, ed, ing* ———

QUESTION, to ask a question.

————*s, ed, ing* ———

Un———, not ———

QUOTE, to cite a passage from an author.

——*s, ed, ing* ———

LATIN.

CANT, to speak in a whining or singing tone.

——*s, ed, ing* ———

*Ac*CENT, to sing to; to place the proper force of voice on a syllable.

———*s, ed, ing* ———

Un———, not ———

*Ac*CENT*uate*, to mark or pronounce with accent.

————*s, ed, ing, ion* ———

*In*FLECT, to bend in; to suit the voice to the sense.

———*s, ed, ing* ———

*E*NUNCI*ate*, to give out the voice in the right way.

————*s, ed, ing* ———

GREEK.

*Em*PHASIZE, to lay a stress on certain words in speaking or reading.

————*s, ed, ing* ———

TWENTY-FIFTH STUDY.

SOCIETY.

MAN is a social being, and has ever been found in society. Thus, he began his existence on earth: thus, he is to spend it in eternity. The family existed in Eden, and from it arose all other forms of society.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

BLOW, a thrust, or stroke.
Is it right to give any one a blow?
CLASH, a striking together with noise.
SPITE, ill-humor, vexation.
——*ful, fully, fulness* ——
GRUDGE, a broken noise, and then a murmur of envy.
TRIFLE, a thing of little value.

CELTIC.

QUARREL, a crying out; a dispute.
——*s, some* ——
CLUB, a lump; an association of persons.
—— *-room* ——
CUDGEL, a short stick.
QUIP, a smart jest.

FRENCH.

*Pur*CHASE, *s.* something followed and gained; the thing bought.
STRIFE, a straining for something.
VICE, a blot; bad conduct.
——*ious, iously, iousness* ——
*Out*RAGE, *s.* a spoiling; great injury done to a person.
——*ous, ously* ——
PLEDGE, any thing given in security.
GAY*ety*, sprightly mirth.
MANN*er*, way of handling or doing any thing.
——*s*, customs of society.
TREACH*ery*, the violation of faith.
*Af*FIANCE, a betrothal; promise of marriage.
TOCSIN, an alarm bell.
PLACARD, a printed paper stuck up in public.
AMITY, friendship.
RIVAL, one who is in pursuit of the same object as another; a competitor.
*Propos*al, that which is offered; a design.
*De*NIAL, a contradiction.
MEMBER, an individual in society.
——*ship* ——

LATIN.

SOCIETY, a united number of men.

AUDI*ence*, a hearing; an assembly of hearers.
AUDIT*or*, one who hears.
———*y, ship* ———
*Col*LOQUY, a discourse between two or more persons.
*Com*PLIMENT, that which is complete; praise.
*Ab*SENCE, a state of being away.
*Af*FECTA*tion*, the act of assuming an appearance; unnatural.
DONOR, one who bestows any thing.
*Com*PETITOR, one who seeks the same thing as another; a rival.
PATRON, one who protects or supports another.
———*age* ———
*Circum*STANCE, that which stands about; an attendant thing.

GREEK.

LINK, a torch or light.
——*boy* ———
——*man* ———

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

QUEER, twirling; odd.
———*er, est, ly, ness* ———
SPITE*ful*, full of spitting, or ill humor.
———*ly, ness* ———
DAPPER, nimble, quick.

CELTIC.

BOAST*ful*, vain, fond of show.
———*ly* ———
WARRANT*able*, that may be secured.

FRENCH.

GAY, sprightly.
——*ly, ness* ———
TREACHER*ous*, full of deceit.
————*ly, ness* ———
*Com*PLIMENT*ary*, having the nature of perfection or fulness; expressing praise.
AMI*able*, that may be loved; worthy of affection.
———*ly, ness* ———
PETTY, small, trifling.
VICI*ous*, abounding in vice, corrupt.
LIBER*al*, belonging to what is free; open and benevolent.
———*ly, ity* ———
Il———

LATIN.

SOCI*al*, belonging to a companion; friendly in intercourse.
———*ly* ———
Un——, not ———
*Accus*able, that may be charged with crime.
PUBL*ic*, pertaining to a people or nation.
———*ly* ———
FAMO*us*, much renowned.
In——, notoriously vile.
SUPERI*or*, more exalted than another.
———*ity* ———
INFERI*or*, less than another in rank.
———*ity* ———
*Subor*DINATE, below another in power or rank.

*Com*PULS*ory*, having the power of forcing.

POLITE, smooth, refined in manners.

——*ness* ———

Im———

HONOR*able*, that should be honored; high in rank.

Dis———

*Pro*FUSE, pouring out; free to excess.

*Dif*FIDENT, distrustful of self, modest, reserved.

*Con*VIVIAL, belonging to a feast.

———*ity* ———

*Col*LOQUI*al*, belonging to mutual discourse.

FEST*al*, pertaining to a feast, joyous.

JUNI*or*, more young, the younger.

SENI*or*, more old, the older.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

MEDDLE, to mediate or come between; to intrude.

Should we meddle with other people?

———*d, ing, er* ———

LAG, to stay behind.

——*s, ed, ing* ———

JOG, to shake; to jostle or push.

——*s, ed, ing* ———

CLASH, to strike together with noise.

———*es, ed, ing* ———

BLOCK, to shut up.

———*s, ed, ing* ———

GRUDGE, to murmur enviously.

———*s, ed, ing* ———

TRIFLE, to talk or act with levity.

———*s, ed, ing, er* ———

SCRAMBLE, to snatch or seize greedily.

———*s, ed, ing* ———

GAGGLE, to make a noise like a goose.

———*s, ed, ing* ———

*Be*LONG, to concern; to be the property of any one.

———*s, ed, ing* ———

QUACK, to cry like a duck.

———*s, ed, ing* ———

RAIL, to jabber; to use insolent language.

——*s, ed, ing* ———

SNARL, to growl; to speak in the throat.

———*s, ed, ing* ———

CLUB, to form a lump; to come together in a society.

——*s, ed, ing* ———

CUDGEL, to beat with a stick.

———*s, ed, ing* ———

TARRY, to strike against; to delay.

———*es, ed, ing* ———

CELTIC.

BICKER, to fight; to quarrel in words.

———*s, ed, ing* ———

QUARREL, to cry out loudly; to fight in any way.

———*s, ed, ing, er, some* ———

COWER, to squat; to stoop down in fear.

———*s, ed, ing* ———

BOAST, to toss, and then to brag.

———*s, ed, ing, er* ———

WARRANT, to stop, and then secure.

———*s, ed, ing* ———

FRENCH.

*Pur*CHASE, to follow and obtain; to buy.
———*s, ed, ing, er* ———
*Out*RAGE, to spoil beyond measure; to do violence.
———*s, ed, ing* ———
GUARAN*tee*, to guard or promise; to secure.
———*s, ed, ing* ———
SERENA*de*, to entertain with nightly music.
———*s, ed, ing* ———
GUARD, to keep, and also defend.
———*s, ed, ing* ———
*Af*FIANCE, to betroth, or promise to marry.
———*s, ed, ing* ———
*Pro*CEED, to go before; to excel.
———*s, ed, ing* ———
PLEDGE, to give something in security.
———*s, ed, ing* ———
BUDGE, to move off.
———*s, ed, ing* ———
*De*NY, to contradict.
———*es, ed, ing* ———
*Com*PORT, to bear with; to agree to.
———*s, ed, ing* ———
*Ex*POSE, to set open; to exhibit.
———*s, ed, ing* ———
*Pro*MENADE, to walk; to take a walk.

LATIN.

*Ac*CUSE, to fall against; to blame or charge with crime.
———*s, ed, ing, er, ation* ———
*As*SERT, to affirm strongly.
———*s, ed, ing, ion* ———
Re———, *s, ed, ing* ———
*Re*TORT, to throw back; to reply sharply.
———*s, ed, ing* ———
*E*LICIT, to draw out, bring forth to view.
———*s, ed, ing* ———
*In*TRUDE, to thrust in; to enter uninvited.
———*s, ed, ing* ———
Ob———, *s, ed, ing* ———
Pro———, *s, ed, ing* ———
*Re*COGNIZE, to know again; to recollect.
CERT*ify*, to make certain; to give information in writing.
———*es, ed, ing* ———
*Con*SULT, to seek the advice of another in converse.
———*s, ed, ing* ———
*De*TAIN, to hold back; to withhold.
———*s, ed, ing* ———
Per———, *s, ed, ing* ———
Sus———, *s, ed, ing* ———
*Suc*CUMB, to fall under, yield.
———*s, ed, ing* ———

TWENTY-SIXTH STUDY.

THE NATION.

THE nation is a large society of men occupying the same country, and living under the same government. It

is an assemblage of families. Nations receive various names from the people composing them and their form of government.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

SWAY, power used to control.
Has a king much sway?
POLL, a ball; an election of officers.
BLOCK, a large mass of wood or stone.
———*ade*, the stopping of a passage at sea.
DOCK, a place for building or laying up ships.
—— *-yard* ———
MINT, a place where money is coined.

CELTIC.

RUL*er*, one who governs.
MOAT, a ditch round a castle.

FRENCH.

PARLIAMENT, the supreme legislative assembly of Great Britain and Ireland.
POLICY, the art of governing or legislating.
*Em*BASSY, the message of an ambassador; persons sent as a legation.
*Al*LIANCE, union between nations.
PENAL*ty*, suffering for crime; a punishment.
*Con*TROL, a counter roll, or book; power to regulate.
———*able, er, ership, ment.*
SENATE, a council of chief men, or legislators.
———*or, orial, -house.*
*En*VOY, one sent to settle a treaty.
EMPEROR, the commander, and then the supreme ruler of a nation.
———*ess* ———
MAYOR, the chief magistrate of a city.
AMBASSADOR, a minister of the highest rank employed by one nation at the court of another.
CRESS*et*, a great light set on a watch-tower.
TARIFF, a town in Spain where duties were formerly collected; duty on goods.
MARQUE, the ship sent out to make reprisals.
GUILLOTINE, an instrument used for beheading.
CURFEW, cover fire; the ringing of the evening bell in the middle ages.
GOVERN*ment*, the exercise of supreme power.
POPULACE, the people.
BALLOT, a ball cast in voting; a voting.
STATUTE, a law of the legislative body.
VILLAGE, a small collection of houses.
CITY, a large or corporate town.
——*zen* ———
CAUSEWAY, a raised way.

LATIN.

LEGISL*ator*, one who makes laws.

NATION, that which is born; a body of people under the same ruler.

———*al, ality* ———

*Presid*ENT, one who presides over a society or nation.

———*ial, ship, cy* ———

MAGISTRATE, a director, and then an executive officer.

———*cy* ———

CONSUL, a person who acts as agent for a nation.

———*ate, ship* ———

REG*ent*, one who governs instead of a king.

———*cy* ———

*Con*GRESS, a meeting of individuals or representatives.

———*ional* ———

*Represent*ative, one who appears for another, or a body of people.

*Re*PUBLIC, a state where the supreme power is lodged in representatives.

TRIBUN*al*, belonging to a judge; a court of justice.

LIBER*ty*, freedom of action.

COLONY, a body of people who settle in a new country.

———*al* ———

LEGATION, a sending; an embassy.

*Conven*TION, the act of coming together; a meeting.

———*al, ality* ———

MOB, a disorderly crowd.

COIN, stamped money.

MONEY, stamped metal or paper.

CURR*ency*, a flowing; the coin which circulates.

CROWN, an ornament for the head: there are nine kinds of crowns.

GREEK.

POLITY, a form of government or supreme authority in a state.

POLITICS, the science of government.

*A*MNESTY, not in memory; a general pardon of offenders.

MONARCH, the chief ruler in a nation.

———*y* ———

DIADEM, that which binds the head; a crown.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

REG*al*, belonging to a king.

———*ly, ity* ———

NEUTR*al*, not active on either side in war.

———*ly, ity* ———

SAVAGE, wild, uncultivated.

LOY*al*, faithful to a prince or ruler.

———*ly, ty* ———

Un———

VOID, empty; of no binding force.

*Op*PRESSIVE, pressing against; severe, unjust.

———*ly* ———

FACTIOUS, given to raising factions or tumults.

LATIN.

BARBAR*ous*, without a knowledge of the arts.

———*ic* ———

SEMI ———, half ———

ORIENTAL, belonging to the east, eastern.

Occidental, belonging to the west, western.

CIVILIZED, instructed in the arts.

NULL, of no legal force; not binding.

Electoral, belonging to an electorate.

IMPERIAL, belonging to an empire.

———*ous* ———

CONSULAR, pertaining to a consul.

Protective, affording protection.

POPULOUS, abounding in people.

SEDITIOUS, tending to excite sedition or rebellion.

Desolate, left alone; deprived of inhabitants.

———*ness* ———

ARBITRARY, of the nature of will; depending on will and not on law.

———*ness* ———

Absolute, uncontrolled.

GREEK.

PATRIARCHAL, belonging to a patriarch; of the nature of a father's rule.

MONARCHICAL, belonging to a monarch or chief ruler.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

SWAY, to wave; to control, as with a sceptre.

Do kings sway nations?

——*s, ed, ing* ———

WHIFFLE, to turn; to change opinion.

———*s, ed, ing* ———

CLASH, to strike against.

———*es, ed, ing* ———

CELTIC.

RULE, to direct or govern.

——*s, ed, ing* ———

Mis——, to rule ———

Over——, *s, ed, ing* ———

FRENCH.

CONTROL, to keep under check; to rule.

———*s, ed, ing* ———

Un———*ed*, was not ———

Revolutionize, to roll up again; to effect a change in government.

———*s, ed, ing* ———

SEIZE, to set upon; to take by force.

——*s, ed, ing, ure* ———

Prorogue, to continue a legislative body, as Parliament, from one session to another.

———*s, ed, ing* ———

GOVERN, to direct and rule.

———*s, ed, ing* ———

Represent, to present again; to stand for another.

———*s, ed, ing* ———

BALLOT, to cast a ball in voting; to vote.

———*s, ed, ing* ———

Depose, to put down, as from a throne.

———*s, ed, ing* ———

USURP, to seize and hold by force.

——*s, ed, ing, er, ation* ———

Abolish, to make void or null.
———*es, ed, ing* ———
Ratify, to make firm; to establish.
———*es, ed, ing* ———
Natur*alize*, to make natural; to make a citizen.
———*s, ed, ing* ———

LATIN.

*Pre*side, to sit over or before, and guide an assembly or nation.
———*s, ed, ing* ———
*Con*sult, to deliberate.
———*s, ed, ing* ———
*Re*peal, to recall; to revoke as a law.
———*s, ed, ing* ———
*Re*present, to appear instead of another.
———*s, ed, ing* ———
Legisl*ate*, to make laws.
———*s, ed, ing* ———
*Abdic*ate, to send from; to abandon an office.
———*s, ed, ing* ———
Negoti*ate*, to treat with another.
———*s, ed, ing* ———
Vote, to express our wish in electing an officer or ruler.
——*s, ed, ing* ———
Elect, to choose out of; to select.
———*s, ed, ing* ———
Civil*ize*, to instruct in the arts.
———*s, ed, ing* ———
Colon*ize*, to settle a new country by colonies.
———*s, ed, ing* ———
*Pro*mote, to move forward; to exalt.
———*s, ed, ing* ———
*Ex*punge, to blot out.
———*s, ed, ing* ———
*Con*cur, to run together; to agree.
———*s, ed, ing* ———
*Dis*cuss, to drive apart; to debate.
———*es, ed, ing, ion* ———
*Pro*hibit, to hold for; to prevent.
———*s, ed, ing* ———
*Inter*sect, to cut across mutually.
———*s, ed, ing* ———
*Con*tract, to draw together; to abridge.
———*s, ed, ing* ———
*De*cree, to separate; to judge or ordain.
———*s, ed, ing* ———
*Pro*tect, to shelter.
———*s, ed, ing* ———

TWENTY-SEVENTH STUDY.

THE CHURCH.

The Church is a society of men bound together by faith in some form of the Christian religion. The true Church is a society of men bound together by faith in Christ, and seeking to do his will upon the earth. It is now divided into various branches, named according to their form of doctrine, government, or after their founder.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

RANT, violent raving; heated speech.

FRENCH.

VOW, a solemn promise made to God.
PARITY, equality in rank and power.
Dis——, difference in rank and power.
*Dis*GRACE, a state of being out of favor.
Assemblage, a collection of men; a congregation.
FONT, a large vessel for holding baptismal water.
PARISH, a near residence; the territory of a church.
*Re*VIVAL, renewed attention to religion.
*Re*LIGION, that which binds to God; the faith and practice of the Bible.
————*ist* ————
RITE, a form of religion, as baptism.
——*ual* ————
SACRA*ment*, an outward sign; a religious ordinance.
————*al* ————
SACRI*lege*, the taking or stealing sacred things.
————*ous, ously* ————
RITUAL, a book of rites.
SAINT, a holy person.

LATIN.

SECT, a body of people cut off; a religious society.
——*arian, arianism* ————
*De*NOMIN*ation*, a particular religious society.
————*al* ————
PIETY, the serving of God.
Im——
CEREMONY, outward rite or form in religion.
————*ial* ————
SCRIPTURES, writings; the books of the Bible.
————*al, ally* ————
*Con*TRITION, the act of bruising; sorrow for wrong.
MYSTERY, that which is shut up.
CHOIR, a collection of singers.
CHORUS, the persons who sing in concert.
*Co*VENA*nt*, an agreement of two or more persons.
————*er* ————
*De*VOTION, the act of setting apart to God.
————*al* ————
TESTAMENT, a will; the old or new books of the Bible.
*Com*MUNI*cant*, one who partakes of the Lord's Supper.
*Circum*CISION, a cutting around; a rite among the Jews.
VESPERS, the evening service in the Roman Catholic Church.
SOLICIT*ation*, the act of asking earnestly; entreaty.
*Con*TRIBU*tion*, the act of giving in company; something given.
*Ado*P*tion*, the act of receiving to oneself.

CENSER, a vase or pan for incense.
*Ab*SOLUT*ion*, the act of freeing from guilt.

GREEK.

BIBLE, a book; the book of Holy Scriptures.
CHRISTI*an*, one who believes in Christ.
BAPTIS*m*, the rite of applying water in the name of Christ.
———*al* ———
DECALOGUE, the ten words, or commandments.
*Eu*CHARIST, good grace; the Lord's Supper.
LITANY, a form of supplication used in worship.
LITURGY, public service; the form of public worship.
*Apo*CALYPSE, hidden; the last book of the Bible.
PSALM, something touched; a sacred song.
———*ody* ———
HYMN, a sacred song.
SCHISM, a division in the church.
———*atic*, one who ———
HERESY, a holding; a serious error in religion.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

SACRED, devoted to God.
———*ly, ness* ———
*Supplian*T, a folding under, entreating.
RITU*al*, belonging to rites.
HUMBLE, low and submissive.
———*ly, ness* ———
PAPA*l*, belonging to the Pope.
PENITEN*t*, suffering pain for sin.
Im———, not ———
SPIRITU*al*, belonging to spirit, or sacred things.
———*ly, ity* ———
LAY, of the people; not clerical.
——*ity* ———
CLERIC*al*, pertaining to the clergy.

LATIN.

VENA*l*, that may be bought or sold; mercenary.
———*ity* ———
VENI*al*, that may go or pass away; pardonable.
*Con*TRITE, bruised; deeply affected for sin.
———*ion* ———
*Con*GREGAT*ional*, belonging to the people; governed by the people.
*Inde*PENDENT, not hanging on; not subject to a superior.
*Re*FORMED, formed again; changed for the better.
TOLERA*nt*, enduring; allowing freedom of opinion.
In———, not ———
MILIT*ant*, warring.
TRIUMPHA*nt*, rejoicing in victory.
———*ly* ———
FORM*al*, pertaining to form; depending on custom.
———*ly, ity* ———
PASCH*al*, belonging to the passover.
CHOR*al*, belonging to a choir.

GREEK.

Episcopal, belonging to an overseer or bishop.

Presbyter*ian*, of the nature of a presbyter; parity of rank.

Catholic, belonging to the whole; universal.

Hierarchi*cal*, belonging to a hierarch, or teacher in sacred things, of different ranks.

Ecclesiastical, belonging to the Church.

Mystic, obscure, or concealed.

———*al, ally, alness* ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

Rant, to rave violently in speech.

——*s, ed, ing, er*———

Jeer, to scoff or mock at.

——*s, ed, ing* ———

Loiter, to linger or stay back.

———*s, ed, ing, er* ———

FRENCH.

*Im*molate, to offer in sacrifice.

————*s, ed, ing* ———

*Ac*credit, to give credit to; to believe.

————*s, ed, ing* ———

*Tres*pass, to pass over the limits; to offend against laws.

————*es, ed, ing* ———

*Dis*grace, to put out of favor; to dishonor.

————*s, ed, ing*———

*For*feit, to lose by some offense.

———*s, ed, ing* ———

*As*semble, to collect in one body; to congregate.

————*s, ed, ing*———

Vow, to promise solemnly.

——*s, ed, ing* ———

*Im*pute, to think on; to charge to.

———*s, ed, ing, ation* ———

*Im*plore, to call earnestly upon; to supplicate.

————*s, ed, ing, ingly* ———

LATIN.

*Con*gregate, to come together in a society.

————*s, ed, ing, ion* ———

*De*dicate, to set apart to a sacred purpose.

————*s, ed, ing, ion* ———

Sacrifice, to offer an atonement for sin.

————*s, ed, ing, ial* ———

*Con*secrate, to make sacred, or set apart for sacred uses.

————*s, ed, ing, ion* ———

Solicit, to ask earnestly.

———*s, ed, ing* ———

Un———*ed* ———

*Con*descend, to descend or stoop in civility or benevolence.

————*s, ed, ing* ———

*Inter*fere, to bring between; to take part in the affairs of others.

————*s, ed, ing* ———

*Ad*opt, to take into; to accept sinful men as children.

———*s, ed, ing* ———

*Ad*ORE, to carry to one's mouth; to salute; to honor deeply.
———*s, ed, ing* ———
*Ab*SOLVE, to loose from; to set free, as from sin.
————*s, ed, ing* ———
BEATI*fy*, to make happy or blest.
*Con*TRIBUTE, to give in company with others.
————*s, ed, ing* ———
*Con*FORM, to shape according to; to cause to agree.
————*s, ed, ing* ———
Re————, *s, ed, ing* ———
*D*EVOTE, to set apart by vow.
————*s, ed, ing* ———
*Com*FORT, to make strong; to help.
————*s, ed, ing* ———
*Of*FER, to bring before; to present for acceptance.
———*s, ed, ing* ———
*Prof*FER, to present to one for acceptance.
————*s, ed, ing* ———
*Pre*SAGE, to indicate beforehand.
————*s, ed, ing* ———

GREEK.

CHRIST*e*N, to baptize and name.
————*s, ed, ing* ———
BAPTIZE, to devote to God by the use of water in the name of the Father, Son and Holy Ghost.
————*s, ed, ing* ———
CHRISTIANIZE, to make Christian by preaching the gospel.
————*s, ed, ing* ———
*Apo*STATIZE, to start away from; to renounce the faith.
*Ev*ANGELIZE, to announce well; to convert to religion by the gospel.
————*s, ed, ing* ———
*Proph*ESY, to speak before, to foretell; also to teach.
————*s, ed, ing* ———
*Ana*THEMATIZE, to excommunicate; to give over to the displeasure of God.
————*s, ed, ing* ———

CHAPTER XII.

THE PURSUITS OF MAN.

MAN is formed for action, and naturally enters upon some pursuit of life. Wants, circumstances and inclinations urge him to do so. Pursuits arise. They are old as the race. Abel, we are told, was a keeper of sheep, and Cain was a tiller of the ground. They are now quite numerous, and must be grouped in order to bring them before the mind.

Among the methods of grouping the pursuits, the following is suggested:

1. PRODUCERS.
2. DISTRIBUTORS.
3. CARRIERS.
4. SERVANTS.
5. PROTECTORS.
6. STREET-FOLK.
7. VAGRANTS.
8. ALMSMEN.
9. TEACHERS.
10. POLITICIANS.
11. LAWYERS.
12. DOCTORS.
13. AMUSEMENTS.

TWENTY-EIGHTH STUDY.

CULTIVATORS OF THE SOIL.

THE cultivators of the soil are an important class of producers. Their pursuits are the earliest on record; and on them, more than all others, depends the prosperity of man.

The soil received little attention from the Romans and Greeks. The Saxons early attended to it, and laid the foundation of English and American prosperity.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

PLOUGH, an instrument to turn up the ground in furrows.

Were ploughs ever crooked branches merely?

HARROW, a toothed frame of wood to break soils in pieces.

HOE, an instrument to cut weeds and loosen the soil.

GARDEN*er*, one who tills a garden.

LUMP, a mass of any thing, as of earth.

WISP, a bundle of straw or hay rolled up in the hand.

STUBBLE, the stumps of grain left in the ground.

GARDEN*ing*, the practice of tilling the garden.

SLED, a carriage that moves on runners.

WHISK, a bunch of hay or straw used as a brush.
CROOK, a staff curving at the end, used by shepherds.

CELTIC.

HUSK, a cover; the sheath of grain.
STACK, a pile of hay or straw.
HARNESS, the furniture of a draft horse.
TETHER, a rope to keep an animal from pasturing too wide.

FRENCH.

ARBOR, a shelter; a frame for vines.
Row*el*, a rim or wheel of iron on a bridle or in a spur.
TRENCH, something cut; a ditch used for draining.
REIN, a strap of bridle.
PICK*et*, a pointed stake.
Inclosure, that which separates, as a fence.
GARNER, a place for grain.

LATIN.

AGRICULTURE, the care of the field; the practice of farming.
————*al, ist* ————
*Horti*CULTURE, the care of the garden; the practice of gardening.
————*al, ist* ————
ART, strength; practice of human skill.
——*ist, isan* ————
FENCE, a mound; hedge or defense.
GRA*nary*, a place for grain.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

FERTILE, productive, fruitful.
————*ity* ————
MOIST, wet.
——*ure* ————

LATIN.

PLEASURA*ble*, that can afford pleasure.
ARID, dry, wanting in moisture.
STERILE, barren, unfruitful.
————*ity* ————
*Pro*DUCT*ive*, yielding rich crops.
————*ness* ————
Un————, *ness* ————
*Pros*PEROUS, successful.
————*ly* ————
*Ab*UNDANT, having in great plenty.
————*ce, ly* ————
PLENTY, full of, or richly supplied.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

PLOUGH, to break up the ground in furrows.
Do farmers plough in the spring?
HARROW, to break ploughed land.
————*ed, ing* ————
PLOD, to travel slowly and heavily.
——*ed, ing, er* ————

SLASH, to cut by lashing; to strike violently.
——*ed, ing* ———
POUR, to throw; to cast as a fluid.
——*ed, ing* ———
SLAKE, to quench, as one's thirst.
——*d, ing* ———
CUMBER, to distress; to obstruct, as weeds.
———*ed, ing, er* ———
SPOUT, to throw out in jets, as water.
——*s, ed, ing* ———
CAST, to throw or scatter, as grain.
——*s, ed, ing* ———
BUD, to insert a bud in another tree.
——*s, ed, ing* ———

CELTIC.

STACK, to pile up hay or straw.
——*s, ed, ing* ———

FRENCH.

*Sur*ROUND, to lie on all sides, encompass.
———*s, ed, ing* ———
*At*TACH, to join to.
———*es, ed, ing* ———
*De*TACH, to separate from.
———*es, ed, ing* ———
TRENCH, to cut ditches.
———*es, ed, ing* ———
GARNER, to store grain.
———*s, ed, ing* ———
PLANT, to set in the ground for growth.
——*s, ed, ing* ———
Re———, *s, ed, ing* ———
PRUNE, to lop off branches.
———*s, ed, ing* ———
GRAFT, to insert a scion in another tree.
———*s, ed, ing* ———
En———, *s, ed, ing, ure* ———

LATIN.

*Pros*PER, to succeed; to do well.
———*s, ed, ing* ———
*A*BOUND, to have in great plenty.
———*s, ed, ing* ———
CULTIVATE, to take care of, as the soil.
———*s, ed, ing* ———

TWENTY-NINTH STUDY.

FISHING AND HUNTING.

FISHING and hunting are not, as it is commonly supposed, the first pursuits of man. They come into notice after the flood. Nimrod, we are told, was a mighty hunter.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

TACKLE, rigging; an instrument of action.
Is the fisherman's tackle light?
———*ing*, instruments of action.
WRECK, what is driven; destruction, as of a ship.
———*er*, one who seeks ———
FOWL*ing*, the practice of shooting or taking birds.
——— *-piece*, a light gun ———
WAD, a mass of any thing soft to stop the powder in a gun.
RACE, a going; a running with speed.

CELTIC.

MESH, the space between the threads of a net.
GUN, an instrument consisting of a barrel and stock.
——*er*, one who ———
BAIT, any food; food for catching fish.
TETHER, to tie an animal at pasture.
———*s, ed, ing* ———

FRENCH.

SKIFF, a small light boat.
FALCON, a kind of hawk; a hawk trained to sport.
———*er, ry* ———
HARPOON, a spear-like iron used to strike whales.
CHASE, the hot pursuit of any thing.
ANGLE, a hook, or line and hook to take fish.
———*er* ———

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

HAGGARD, ragged in appearance; lean and rough.
DAUNT*less*, without fear of danger.

FRENCH.

BRUT*al*, pertaining to a brute; cruel.
TRIVI*al*, trifling, of little value.
CRUEL, disposed to give pain.
*In*HUMAN, not possessing the kindness of man; barbarous.
AGILE, apt to do; nimble.
———*ity* ———

LATIN.

AQUAT*ic*, belonging to the water.
*In*TREPID, not trembling; without fear.
———*ly, ity* ———
*De*SPERA*te*, without hope; dreadful by reason of danger.
———*ly, ion* ———
Exciting, rousing to action.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

TACKLE, to rig any thing, as a vessel. Can you tackle a fishing-rod?
———*ed, ing* ———
CAST, to send or throw, as an arrow.
——*ed, ing* ———
SPLICE, to unite by interweaving, as the ends of a rope.
———*ed, ing* ———
SCRAMBLE, to scratch; to move or climb by holding on with the hands.
————*d, ing* ———
DAUNT, to check by fear of danger.
———*s, ed, ing* ———
Un———*ed, ing* ———
SNARE, to catch with a snare.
——*s, ed, ing* ———
En———*s, ed, ing* ———
BANG, to beat; to throw or strike heavily.
——*s, ed, ing* ———

CELTIC.

TRAIL, to hunt by the track.
——*s, ed, ing* ———
BAIT, to dispose food for hunting or fishing.
——*s, ed, ing* ———

FRENCH.

SPY, to see or gain sight of.
——*es, ed, ing* ———
*E*SPY, to discern suddenly.
——*es, ed, ing* ———
*En*DANGER, to put in danger or peril.
————*s, ed, ing* ———
*Em*BARRASS, to impede or perplex.
————*es, ed, ing* ———
CHASE, to urge hotly or in haste.
——*s, ed, ing* ———
*In*VEIGLE, to blind; to entice away.
———*s, ed, ing* ———
HARPOON, to strike with a harpoon.
———*s, ed, ing* ———
ANGLE, to fish for with hook and line.
———*s, ed, ing, er* ———
*Tra*VERSE, to cross over; to go through.
————*s, ed, ing* ———
MOLEST, to disturb.
———*s, ed, ing* ———

LATIN.

*Pros*TRATE, to lie flat; to demolish.
————*s, ed, ing* ———
TRUN*cate*, to cut off; to maim.
————*s, ed, ing* ———
LACERATE, to tear or rend, as flesh.
————*s, ed, ing* ———
*In*VADE, to go in; to attack.
———*s, ed, ing* ———
*E*VADE, to avoid or shun.
———*s, ed, ing* ———
*Ex*TIRPATE, to root out, destroy entirely.
————*s, ed, ing* ———

THIRTIETH STUDY.

WORKERS IN WOOD.

Wood, early in the history of the world, supplied materials to meet the wants of man and called forth his ingenuity. The workers in it have always formed a useful division of producers, ready to minister to the necessities and tastes of man.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

Boom, a spar or piece of wood extending from the masts of a ship.

Cooper, one who makes casks and barrels.

Hoop, a band of wood or metal used for confining casks.

Hatchet, a small axe with a short handle.

Clamp, an instrument with a screw, used by joiners.

Splinter, a small piece of wood split off.

Sluice, a lock; a frame of timber with a gate to regulate water for a mill.

CELTIC.

Cog, the tooth of a wheel.

Rule, an instrument for measuring length.

FRENCH.

Carpenter, one who works in timber, and builds houses or ships.

————*y*, the practice of ————

Cabinet, a chest; a piece of furniture consisting of drawers.

————*-maker*, a man who ————

Carriage, that which carries; a wheeled instrument for carrying persons.

————*-maker*, one who ————

Hod, a kind of tray or trough for carrying mortar.

Bung, the stopper of the opening in a cask.

Vehicle, that which carries; a carriage.

Chaise, a chair; a two-wheeled carriage.

Hearse, a harrow; a carriage to bear the dead.

Gimlet, a small borer used by carpenters.

Pulley, a grooved wheel turning on a pin.

Capstan, a cylindrical column for raising anchors.

Scaffold, a temporary bench to stand upon in building.

————*ing* ————

PLANK, a broad piece of sawn timber.
KEG, a small cask.
MORTISE, a hole made with a chisel.
MATERIAL, the substance of which any thing is made.
TENON, the reduced end of timber designed for a mortise.
CHISEL, an instrument of iron used for paring or gouging.
GOUGE, a kind of chisel.
CALIPERS, compass with curved legs.

LATIN.

PLANE, an instrument for planing.
Compass, an instrument of iron for measuring figures.
DIVIDERS, a kind of compass for measuring.
STRUC*ture*, that which is built or made.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

CROOK, a bend or turn.
Is there a crook in the branch?
———*ed*, bent from a straight line; not right.
LIMBER, easily bent; pliable.
———*ness* ———

CELTIC.

BULK, of large dimensions.
——*y*, possessing ———

FRENCH.

SUPERB, grand and showy.
———*ly, ness* ———
*A*DROIT, to the right; ready and active.
———*ly, ness, er, est* ———

LATIN.

FLEX*ile*, easily bent.
LIGNEOUS, of the nature of wood.
FIBROUS, consisting of fibres.
*Ex*PERT, experienced; skilful.
———*ly, ness* ———
DEXTEROUS, right; ready in the use of the hand or mind.
———*ly* ———
COARSE, rude.
———*ly, ness* ———
ELEGANT, nice and rich.
In———, not ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

SPLIT, to divide in any way.
Does the carpenter split wood?
——*s, ing* ———
CROOK, to bend any thing.
———*ed, ing* ———
HOOP, to bind a vessel with hoops.
——*s, ed, ing* ———

VENEER, to lay thin leaves of wood over furniture.
———*s, ed, ing* ———

FRENCH.

FASHION, to make or form any thing.
———*s, ed, ing* ———
SQUARE, to form with four equal sides.
———*s, ed, ing* ———
JOINT, to smooth and unite boards at the edges.
———*s, ed, ing* ———
GLUE, to unite with glue
———*s, ed, ing* ———
MORTISE, to join timbers by tenon.
———*s, ed, ing* ———
CHISEL, to pare or mortise with a chisel.
———*s, ed, ing* ———
GOUGE, to mortise with a gouge.
———*s, ed, ing* ———

PARE, to cut off.
———*s, ed, ing* ———
PLAN, to form a design.
———*s, ed, ing* ———

LATIN.

*Con*STRUCT, to put together; to build.
———*s, ed, ing* ———
PLANE, to make smooth with a plane.
———*s, ed, ing* ———
*Ex*CEL, to go beyond; to outdo others.
———*s, ed, ing* ———
*De*SIGN, to mark the form or figure; to plan.
———*s, ed, ing*———
*Con*FIGURE, to form with or according to a model.
———*s, ed, ing* ———
*E*RECT, to rear upright, as a building.
———*s, ed, ing* ———

THIRTY-FIRST STUDY.

WORKERS IN METALS AND MINERALS.

THE cultivators of the soil and workers in wood are dependent on the workers in metals for instruments. Such workers are among the most important producers. They arose early in the history of the race. We read of workers in brass and iron in the family of Lamech.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

MINE*r*, one who digs for metals or minerals.
Are miners a useful class of men?

SMELTE*r*, one who melts ore to obtain the metal in it.
WIRE, a thread of metal, as of copper.
——— *-drawer*, one who ———

BELL, a hollow body used for making sounds.
——— *-hanger*, one who ———
CRANK, a bend; and then an axle to move things.
CAST, a mould or shape.
FLAG, a broad flat stone for paving.
——— *-stone.*
BOLT, a large pin of iron.
SPOUT, a pipe, or mouth of a vessel.
LINK, a single ring of a chain.
PLATE, a flat piece of metal.

CELTIC.

TINK*er*, one who mends kettles and such things.
TIN, a white yellowish and soft metal.
——*ner*, one who ———
BRAZ*ier*, one who works in brass.
TACK, a small nail.
FUNNEL, an instrument for conveying fluids into close vessels.
LATHE, the machine of a turner.

FRENCH.

Assayer, one who examines metallic ores.
JEWEL, a precious stone, as a diamond.
———*er*, one who ———
LAPID*ary*, one who cuts and polishes precious stones.
PLUMB, lead attached to a line to find an upright position.
FORGE, a furnace, or place where metals are wrought into shapes.
LEVER, a bar of metal or wood used for lifting.
COIL, cord, rope, or wire gathered into a ring.
PIVOT, a pin on which any thing turns.
MASON, one who works in mortar.
———*s, ry* ———
BRICK, a mass of burnt earth.
——— *-bat, -clay, -dust, -kiln, -maker, -layer* ———
——— *-work, -yard* ———
ENGINE, a compound machine.
Steam———
VICE, an iron press with a screw for holding things.
PISTON, that which drives; a cylinder.
Instrument, that which is prepared; a tool.
————*al, ally.*
MACHINE, any thing used to increase or direct power.
————*ist* ———
FOUNDRY, the place where metals are cast.
ORDNANCE, great guns.
LUSTRE, gloss, or brightness.
TYPE, a stamp; a printing letter.
TUBE, a pipe.
TROWEL, a mason's tool for spreading mortar.
FOIL, a thin plate of metal.

LATIN.

PENDULUM, a suspended body that moves about a centre.
FARRI*er*, one who shoes and doctors horses.
FUSI*on*, the act of melting.
*Im*PRESS, the stamp or mark made by pressure.
————*ion, ible* ——
PRESS, a machine for pressing.
FRICTI*on*, the act of rubbing one body against another.
*Corro*SI*on*, the act of eating away, as metals.
PLUMMET, lead attached to a line.
PLUMB*er*, one who works in lead.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

BLUNT, dull on the edge.
———*ly, ness* ———
HUGE, great in size.
———*ly, ness* ———

FRENCH.

CHAS*ed*, embossed, or adorned with figures.
BOSS*ed*, studded with knobs.
Em———
BRONZ*ed*, made to resemble bronze.

LATIN.

SOLU*ble*, capable of being dissolved.
FUSI*ble*, that may be melted by heat.
SONOR*ous*, giving out sound when struck.
MUTA*ble*, changeable.
Im———, not ———
*Cor*ROSIVE, eating away, as metals.
MUR*al*, pertaining to a wall.
FOC*al*, pertaining to a point.
FERVENT, hot or boiling.
MALLE*able*, that may be beaten out.
DUCT*ile*, that may be drawn out into wire.
LAMINAT*ed*, consisting of plates; plated.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

WELD, to unite metals by hammering. Do blacksmiths weld iron?
———*ed, ing, er* ———
SMELT, to separate metals from the ore by fire.
———*ed, ing* ———
MINE, to dig for minerals.
——*d, ing* ———
BANG, to beat heavily.
——*ed, ing* ———
CLINCH, to fasten by bending, as a nail.
———*ed, ing* ———
BOLT, to bar or fasten with bolts.
——*s, ed, ing* ———
Un——, *s, ed, ing* ———
CLATTER, to make a rattling sound.
———*ed, ing* ———
SNATCH, to grasp hastily.
———*ed, ing* ———
LINK, to connect, as a chain.
——*s, ed, ing* ———
Un———
CLICK, to strike; to make a small sharp noise.
——*s, ed, ing* ———
CLINK, to ring with a sharp noise.
——*s, ed, ing* ———
BLUNT, to dull on the edge.
——*s, ed, ing* ———
PLATE, to overlay with metal.
——*s, ed, ing* ———

CELTIC.

CREAK, to crash; to make a sharp grating sound.
———*ed, ing* ———
TINKLE, to make a sharp sound by striking on metals.
———*d, ing* ———
ROAST, to separate volatile matter from minerals.
———*s, ed, ing* ———

FRENCH.

BRAZE, to solder with brass and zinc.
———*d, ing* ———
FORGE, to form metals by heating and hammering.
———*s, ed, ing, er* ———
BURNISH, to polish metals by friction.
———*s, ed, ing* ———
COIL, to gather into a ring.
———*s, ed, ing* ———
Un———, *s, ed, ing* ———
LIQUE*fy*, to change a solid into a fluid.
———*es, ed, ing* ———

LATIN.

*Pro*PEL, to drive onward.
———*s, ed, ing* ———
FUSE, to melt by heat.
———*s, ed, ing* ———
PRESS, to squeeze by pressure.
———*es, ed, ing* ———
Com———, *es, ed, ing* ———
Im———, *es, ed, ing* ———
*Con*NECT, to join together.
———*s, ed, ing* ———
Dis———, *s, ed, ing* ———
*Ab*RADE, to rub and wear off by friction.
———*s, ed, ing, sion* ———
MEND, to repair, or set right.
———*s, ed, ing* ———
FOLIATE, to beat into a thin leaf.
———*s, ed, ing* ———
*Ex*PAND, to spread out; to enlarge.
———*s, ed, ing* ———
SOLDER, to unite the surfaces of metals.
———*s, ed, ing* ———

THIRTY-SECOND STUDY.

MANUFACTURERS.

CULTIVATORS of the soil, and workers in wood and metals, give rise to another class of producers—to manufacturers. Such are those who produce *food* and *drinks*, *goods for clothing*, *clothing*, *articles for housekeeping*, *hardware* and *instruments* and *machines*. Publishers and printers belong to this class.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

HAT, a cover for the head.
Are hats made of beaver's hair?
——*ter*, one who ———
BALL, a round body.
PLUSH, a cloth with a velvet nap on one side.
KERSEY, a coarse woollen cloth.
HANK, two or more skeins of thread tied together.
SNARL, a knot, as of thread.
STRIP, a stripe, or narrow piece.
THRUM, the ends of weavers' threads.
WAFER, a thin paste for sealing letters.
RASP, a kind of file whose roughnesses are made by punching.
CLINK, sharp sound made by striking metals.
SNUFF, powdered tobacco.
FLASK, a kind of bottle.
SCREW, a cylinder with a winding grooved thread.
SLUICE, a frame of wood or stone by a mill.
DAM, a mound to obstruct water.
WADDING, soft stuff used in quilting.

CELTIC.

LABEL, a strip of paper fixed to a thing to mark its contents.
WHISKEY, water; a spirit distilled from grain.
BRAN, the coating of grain removed in turning it into flour.
TARTAN, woollen checked cloth.

FRENCH.

BUTCH*er*, one who stabs; one who kills animals for food.
TAILOR, one who cuts up and makes cloth into garments.
MILLIN*er*, one who makes head-dresses and bonnets.
MANTUA*maker*, one who makes gowns for ladies.
PERFUM*er*, one who makes or sells perfumes.
————*y* ———
CUTL*er*, one who makes cutting instruments.
———*y*, the practice of ———
MACHINE, an instrument to increase force or motion.
———*ist*, one who ———
MUSLIN, fine thin cotton cloth.
FRINGE, something broken; an ornamental border of loose threads.
BOBBIN, a pin or spool; round tape.
BOBBIN*et*, lace wrought by machine.
BUCKRAM, coarse linen cloth made stiff by glue.
DRUGGET, coarse figured woollen cloth used over carpets.
TINSEL, a spark; something very shiny.
BRONZE, a compound of copper and tin.
VELLUM, a kind of parchment.
BOTTLE, a hollow vessel with a narrow mouth.
BUTTON, a bud, or small body used to fasten any thing.

PUMP, an engine used to raise water.
FAUCET, a pipe for draining liquid from a cask.
DRAB, a thick woollen cloth of a dun color.
JOURNEYMAN, a day man; a hired tradesman.
CALENDER, a hot-press for laying the nap of cloth.
TAPES*try*, woven hangings.
CHECK, cloth varied with stripes.
TYPE, letters formed in metal.
——— *-founder*, one who ———
PASTE, a composition for sticking things together.
CRAPE, gauze-like cloth made of raw silk gummed.
SATIN, glossy silk cloth.
FUSTIAN, coarse twilled cotton cloth.
TAFFETY, smooth silk of wavy lustre.
SERGE, twilled woollen stuff.

LATIN.

Confection, any thing prepared with sugar.
————*er, ery* ———
Distiller, one who extracts spirits by evaporation.
————*y*, the place ———
MANUFACTUR*er*, one who makes any thing with the hand; one who works up raw materials into wares fit for use.
MANUFAC*tory*, the place where ———
LINEN, cloth made of the fibres of flax.
FABRIC, a frame; the structure of any thing.
TEX*ture*, that which is woven; the quality of a web.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

STRIPE*d*, having lines of different colors.
GLOSSY, bright and shiny.
———*ness* ———
SPANGLE*d*, set with spangles or brilliants.

FRENCH.

FINE, thin, delicate.
——*ness* ———
CHECKERE*d*, diversified with cross-bars like a chess-board.

LATIN.

RARE, unusually fine.
*In*GENI*ous*, possessed of inventive skill.
————*ly, ness* ———
CURIOUS, inquisitive; rare or singular.
————*ly* ———.
*In*TRICATE, enfolded, complicated.
————*ly, ness* ———
Profitable, that which brings gain; advantageous.
————*y, ness* ———
Un————
VARIEGATE*d*, diversified; many-colored.
FIGURE*d*, formed; adorned with figures or designs.
SIMPLE, plain.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

STAMP, to impress a mark.
Do manufacturers stamp their wares?
———*s, ed, ing* ———
SPANGLE, to sprinkle with any thing brilliant.
———*s, ed, ing* ———
CLICK, to make a sharp quick sound, as a mill.
———*ed, ing* ———
WADDLE, to move from one side to the other.
———*d, ing* ———

CELTIC.

DAUB, to smear with soft matter; to paint coarsely.
———*s, ed, ing, er* ———
DAPPLE, to mark with spots.
———*s, ed, ing* ———
POISE, to throw down; to weigh.
———*s, ed, ing* ———
PRINT, to mark by impressions.
———*s, ed, ing* ———

FRENCH.

PAY, to discharge a debt.
———*s, ed, ing* ———
BRONZE, to imitate bronze.
———*s, ed, ing* ———
CRUSH, to squeeze or bruise.
———*es, ed, ing* ———
PUMP, to swell; to raise water.
———*s, ed, ing* ———
PUBLISH, to make known in any way.
———*es, ed, ing* ———
CALENDER, to press between hot rollers.
———*s, ed, ing* ———

LATIN.

VARIEGATE, to diversify in colors.
———*s, ed, ing* ———
DISTIL, to extract spirits by evaporation from grain.
———*s, ed, ing* ———
MANUFACTURE, to form any fabric with the hand.
———*s, ed, ing* ———
PRINT, to mark with impressions.
———*s, ed, ing* ———
Im———

THIRTY-THIRD STUDY.

FINISHERS.

MANY things produced by workers in wood and metals, and manufacturers, need to be polished. A finishing touch is to be added. Thus, a new division of producers arise, known as finishers.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

GILD*er*, one who overlays things with gold.

Were gilders known in ancient times?

*Up*HOL*sterer*, one who finishes houses with beds, curtains, and such things.

FRENCH.

VARNISH*er*, one who varnishes, or uses varnish to give wood or other material a gloss.

PAINT*er*, one who uses a coloring substance called paint.

*En*AMEL, something melted in; a substance made of glass and lead.

———*er* ———

BROIDER*er*, one who adorns with a needle.

Em———

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

GILT, covered with gold.

CELTIC.

TASSELL*ed*, adorned with tassels.

FRENCH.

*Re*FINE*d*, freed from dross.

Un———, not ———

FINISH*ed*, complete.

Un———

*Un*IQUE, unequalled; singular in its kind.

———*ly, ness*———

*Em*BOSS*ed*, decked with raised figures.

LATIN.

*Unad*ORN*ed*, not decked with ornaments.

DECORA *ed*, adorned, beautiful.

*Per*FECT, finished, complete.

Im———

*Com*PLETE, full, perfect.

In———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

GILD, to cover with gold.

——*s, ed, ing* ———

DECK, to cover; to array in beauty.

——*s, ed, ing* ———

FRENCH.

BROIDER, to darn; to adorn with the needle.

———*s, ed, ing* ———

Em———, *s, ed, ing* ———

Cushion, to cover with a stuffed bag or covering.
———*s, ed, ing* ———
*En*amel, to lay on enamel, a substance of glass and lead.
———*s, ed, ing* ———
Varnish, to coat with varnish.
———*es, ed, ing* ———
Polish, to make smooth; to refine.
———*es, ed, ing* ———
*Em*bellish to make beautiful.
———*es, ed, ing* ———
Beauti*fy*, to make fair.
———*es, ed, ing* ———
Furbish, to rub, to brighten.
———*es, ed, ing* ———
Burnish, to make bright by friction.
———*es, ed, ing* ———

*Re*fine, to clear from dross.
———*s, ed, ing* ———
Finish, to make perfect.
———*es, ed, ing* ———
*Em*boss, to adorn with raised figures.
———*es, ed, ing* ———

LATIN.

Decor*ate*, to adorn or embellish.
———*s, ed, ing* ———
*Ad*orn, to deck, to ornament.
———*s, ed, ing* ———
*Per*fect, to make throughout; to finish.
———*s, ed, ing* ———
*Com*plete, to make full; to finish.
———*s, ed, ing* ———

THIRTY-FOURTH STUDY.

DISTRIBUTORS.

In the early ages of the world, producers, when they had more than they needed, disposed of the surplus themselves. This was found to be inconvenient, and a new division of labor took place. Distributors arose, whose object was to distribute the fruits of producers. Clerks and merchants soon formed an interesting class of society.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

Huck*ster*, one who carries goods on his back; a retailer of small wares.
Are hucksters common in large cities?

Pack, a bundle of any thing, as goods or wares.
——*age*, a small ———
Sloop, a vessel with one mast.
Schooner, a vessel with two masts.

RUDDER, the instrument by which a ship is steered.
FLOOK, the arm of an anchor.
BOWSPRIT, the spar extending over the stem of a ship.
STORE, large; a great quantity.
——— *-house, -keeper, -room* ———
COST, the price of a thing.
BOOM, a long pole to spread out the clue of a studding-sail.
SKIPPER, the master of a small trading vessel.
LEAK, a hole in a vessel that admits water.
GROC*er*, a trader in teas, spices, and other things.
———*y* ———

CELTIC.

BARK, a vessel with three masts, but without a mizzen-topsail.
DOCK, a place by a river where ships are built and repaired; space between wharves.
FUNNEL, a hollow cone to convey liquids into close vessels.
BARGAIN, a contract in business.

FRENCH.

MERCH*ant*, one who buys; a dealer in goods.
CUTTER, a small vessel like a sloop.
CABLE, a strong rope or chain to keep a vessel at anchor.
PACKET, a vessel used to convey persons, letters, or merchandise.
FRIGATE, a ship of war of a large size.
CORVETTE, a sloop of war carrying twenty guns.
VALUE, the worth of any thing.
———*able, less* ———
VOY*age*, a passing by water from one place to another.
FUR, the down of certain animals.
FURR*ier*, one who deals in ———
PILOT, one who steers ships into ports.
RAISIN, dried grape.
SPICE, a fragrant pungent vegetable production.
BALE, a package of goods.
JOURN*al*, a day-book of entries.
COFFER, a chest or box for money.
PROW, the fore part of a ship.
BILL, a kind of writing in law or commerce.
QUAY, a mole or bank at which vessels are loaded or unloaded.
*In*VOICE, a thing sent; a bill of particulars in commerce.
*Ac*COUNT, a registry of debts.
COMMERCE, intercourse in buying and selling.
———*ial* ———
BARGAIN, an agreement.

LATIN.

CLERK, one who has a lot; one who keeps accounts.
ANCHOR, an instrument to hold a vessel at rest in water.
PEDL*ar*, a foot trader.
Emporium, a place or city of trade.
———*a*, more than one ———
Arrival, a coming to a place.
Removal, a change from one place to another.
Disposer, one who orders any thing.
Disposal, an arrangement or ordering of any thing.

Remittance, that which is sent to a distance.
Remn*ant*, that which remains
Accountant, one who keeps accounts.
Orifice, an opening.
Rate, price, or allowance.
——*able* ———
Contract, a mutual agreement.
————*or* ———

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

Shrewd, having the quality of a shrew; cunning.
————*ly, ness* ———
Trick*ish*, artful; deceitful in bargains.
————*ly, ness* ———

FRENCH.

Deceit*ful*, full of deceit; fraudulent.
————*ly, ness* ———
Treacher*ous*, violating engagements.
————*ly, ness* ———
Honest, honorable; fair in dealing.
———*ly, y* ———
Dis———
Judicious, according to sound judgment; wise.
————*ly* ———
In————
Princely, like a prince; magnificent.
Hazard*ous*, dangerous.
Adventurous, bold in meeting dangers.

LATIN.

Exorbit*ant*, departing from the way; beyond the usual price.
Fraudul*ent*, deceitful in bargains.
Provident, foreseeing, cautious.
Im————
Cautious, careful, prudent.
————*ly, ness* ———
Specula*tive*, given to ideal things; not practical.
Practic*al*, pertaining to active use.
————*ly* ———
Im————
Fortunate, successful.
————*ly* ———
Un————
Liber*al*, free; bountiful.
Il————
Benefic*ent*, doing good.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

Swindle, to cheat or defraud one of his right.
Is it wicked to swindle any one?
————*d, ing, er* ———
Smuggle, to bring into or out of port forbidden goods.
————*d, ing, er*———
Cozen, to cheat or defraud.
———*s, ed, ing, age* ———

WRECK, to shatter and destroy, as a ship.
———*s, ed, ing, er* ———
LEAK, to drop; to admit water, as a vessel.
——*s, ed, ing* ———

FRENCH.

VALUE, to find out the price; to set a price.
———*s, ed, ing* ———
LUFF, to turn the head of a ship to the wind.
——*s, ed, ing* ———
FURL, to wrap or roll up a sail.
——*s, ed, ing* ———
Un——, *s, ed, ing* ———
GAIN, to get in any way.
——*s, ed, ing* ———
Re——, *s, ed, ing* ———
Account, to reckon or value.
— ——*s, ed, ing* ———
*Inter*CHANGE, to give and take mutually.
————*s, ed, ing* ———

BARGAIN, to make a contract.
———*s, ed, ing* ———
TRAFFIC, to trade in goods.
———*s, ed, ing* ———

LATIN.

PEDDLE, to travel about and sell goods.
———*s, ed, ing* ———
*Ex*TORT, to twist from; to obtain any thing unlawfully.
———*s, ed, ing* ———
*Con*TRACT, to draw together; to make a mutual agreement.
————*s, ed, ing* ———
STIPU*late*, to settle terms, or bargain.
————*s, ed, ing* ———
*Com*PENSATE, to give something agreeable for services.
————*s, ed, ing* ———
*Re*MUNERATE, to pay back; to recompense.
————*s, ed, ing* ———
*Recom*PENSE, to pay again; to satisfy.
————*s, ed, ing* ———

THIRTY-FIFTH STUDY.

CARRIERS.

THE work of producing and distributing what was produced, could not be perfected without another class of men, *carriers*. Their business is to convey goods and persons from place to place. At the present time, they form a large and useful class of men.

EXERCISE I.

NAMES OF PERSONS AND THINGS.

GOTHIC.

SWITCH, a movable part of a rail-road track.

——— *-man*, the man ———

MATE, a companion; an officer in a ship.

HERALD, one who carries messages for kings.

———*ric, ry, ship* ———

RAIL, a bolt; a bar.

—— *-road*, a road made of ———

CELTIC.

BRAKE, an instrument attached to wheels of cars to retard the motion.

——— *-man*, the man ———

CARRI*er*, one who conveys goods or persons.

CAR, a small vehicle moved on wheels.

—— *-man*, the man ———

CART, a carriage with two wheels.

—— *-man*, a man ———

FRENCH.

*En*GINE*er*, one who manages engines.

MESSENG*er*, one who is sent on errands.

CAPTAIN, a head-man; the commander of a ship.

PILOT, one who guides or leads; the head-man.

———*age* ———

BAGG*age*, the clothing and other things necessary in travelling.

———— *-man*, the man.

NEWS, recent account; fresh information.

——— *-paper, -boy* ———

SIGN*al*, a sign of notice.

MESS*age*, that which is sent.

ENGINE, a machine for increasing human power.

ROUTE, the course or way to be passed.

MARIN*er*, one who follows the sea; a sailor.

COURI*er*, one who runs; a public messenger.

PASS*age*, a passing by land or water; the time of passage.

JOURNEY, the travel of a day.

LATIN.

PORT*er*, one who waits at a gate; one who carries burdens for hire.

———*age* ———

*Con*DUCT*or*, one who directs or guides, as the agent of a rail-road.

CANAL, a passage made for water.

——— *-man*, a man ———

LOCOMOTIVE, moving in place; steam-engine placed on wheels.

*Ex*PRESS, a person or vehicle sent on an errand.

*Com*MUTAT*ion*, the exchange of one thing for another.

MAND*ate*, a command; an order.

POST, a swift messenger; a station.

—— *-office* ———

GREEK.

TELEGRAPH, that which writes at a distance; a machine for sending intelligence to a distance.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

TRUST*y*, that may be confided in.
TRUSTWORTHY, worthy of confidence.

FRENCH.

*En*DURING, lasting, permanent.
*En*DUR*able*, that may be borne, or continued.
FORC*ible*, that may drive; strongly active.
POWER*ful*, having much force or power.
————*ly* ————
DANGER*ous*, beset with perils; hazardous.
————*ly* ————
PROMPT, ready to act as occasion demands.
————*ly, ness, itude* ————
ALERT, watchful, brisk.
————*ness* ————

LATIN.

*Ex*PEDIE*nt*, hastening; appropriate in the circumstances.
PASS*able*, that may be passed.
Im————
CONST*ant*, continuing firm; fixed.
In————
PERIL*ous*, full of hazard
PRIVATE, striped; separate or alone.
————*ly* ————
PUBL*ic*, pertaining to a state or people.
*In*TELLIGENT, knowing, skilful.
————*ly* ————

GREEK.

*En*ERGET*ic*, working with power; active.
————*al, ally* ————

EXERCISE III.

NAMES OF ACTIONS.

CELTIC.

HERALD, to carry or cry a message.
————*s, ed, ing* ————
TRUST, to confide in.
————*s, ed, ing* ————
Dis————, *s, ed, ing* ————
En————, *s, ed, ing* ————

FRENCH.

TRAVEL, to walk; to journey.
————*s, ed, ing* ————
JOURNEY, to go by day; to pass from place to place.
————*s, ed, ing* ————
*Dis*PATCH, to send away; to send messengers.
————*es, ed, ing* ————
*En*DURE, to continue firm.
————*s, ed, ing* ————
FORCE, to urge, or impel onwards.
————*s, ed, ing* ————
RISK, to hazard, endanger.
————*s, ed, ing* ————

Pursue, to seek through; to follow as an aim.
———*s, ed, ing* ———

LATIN.

Transmit, to send from one place to another.
———*s, ed, ing, al* ———
Expedite, to move hastily.
———*s, ed, ing, ion* ———
Paddle, to row or play in the water.
———*s, ed, ing* ———
Pass, to go beyond.
——*es, ed, ing* ———
Re——

Commute, to exchange, put one thing in place of another.
———*s, ed, ing*
Cross, to pass over.
———*es, ed, ing* ———
Proceed, to go forward, advance.
———*s, ed, ing* ———
Peril, to put in danger, risk.
——*s, ed, ing* ———

GREEK.

Telegraph, to write at a distance; to convey intelligence by electricity.
———*s, ed, ing* ———

THIRTY-SIXTH STUDY.

SERVANTS AND MASTERS.

Servants arose with prosperity. As soon as men became producers and distributors, skill and wealth introduced servitude. The wise and strong controlled the services of the ignorant and weak. Servants became needful, and now compose a large and useful class of community. Public servants belong to the state, or society.

EXERCISE I.

NAMES OF PERSONS AND THINGS.

GOTHIC.

Slave, a person subject to the will of another.
Did slaves exist in ancient times?
———*ery, er, -holder* ———
Groom, a boy; one who has charge of horses.

CELTIC.

Scull*ion*, one who cleans pots and does low kitchen work.

FRENCH.

Surveyor, one who inspects all around, and then measures.

BUTL*er*, one who takes care of bottles, and then of liquors; a waiter.
VALE*t*, a waiting-servant.
WAGES, hire; what is paid for services.
LACKEY, a foot-boy, or attending servant.
VASS*al*, a boy, or serving tenant.
———*age* ———
CATERER, one who provides food.
LAUNDRESS, a washer-woman.
LAUNDRY, the room where clothes are washed.
SERVICE, office of a servant.
MENIAL, a domestic servant of the lowest order.

LATIN.

RUL*er*, one who governs.
SERV*ant*, one who waits or serves another.
*At*TEND*ant*, one who accompanies another.
JANIT*or*, one who keeps the door, especially of a college.
SERVIT*or*, one who acts for or under another.
DOMEST*ic*, pertaining to the household servant.

GREEK.

DESPOT, an absolute prince, a tyrant.
———*ic, ical, ically* ———
TYRANT, a cruel ruler.
———*ical, ically* ———

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

SHY, avoiding, fearful of being approached.
Are birds shy?
———*er, est* ———
CRING*ing*, bowing servilely.

CELTIC.

BRISK, lively, quick of motion.
———*er, est* ———

FRENCH.

ALERT, watchful, nimble and vigilant.
VIGIL*ant*, watchful, or circumspect.
*At*TENT*ive*, reaching to; heedful.
COY, quiet and shy.
———*er, est* ———
MENI*al*, pertaining to a servant; low.
VALU*able*, of much worth.
*Ob*LIGING, doing favors.
———*ly* ———

LATIN.

NEGLIGENT, careless or heedless.
*Ab*USIVE, giving offense, or making an ill use of any thing.
———*ly* ———
*In*SOLENT, contemptuous, overbearing.
SERV*ile*, pertaining to a slave.
*Con*TEMPT*uous*, scornful, apt to despise.
HAUGHTY, proud, arrogant.
———*ly* ———
*Im*PUDENT, not modest, bold of words.
———*ly, ce* ———
RUDE, rough, unpolished.
———*er, est, ly, ness* ———
SERVICE*able*, that which does service; useful.
*Off*ICIOUS, forward in obliging.
AUSTERE, sour and harsh: severe.
———*ity, ly* ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

SCRUB, to rub hard with any thing coarse; to clean by scrubbing.
Does the cook scrub her kettles?
——*s, ed, ing* ———

CELTIC.

TARRY, to stop, to stay.
———*s, ed, ing* ———
RUB, to move along the surface; to clean by rubbing with something.
——*s, ed, ing* ———

FRENCH.

*Sur*VEY, to inspect on all sides, and then measure.
———*s, ed, ing* ———
CATER, to humor appetite; to provide food.
———*s, ed, ing* ———
OBEY, to comply with the commands of another.
——*s, ed, ing* ———

*Com*MAND, to send to; to order.
————*s, ed, ing* ———
GAIN, to obtain by industry.
——*s, ed, ing* ———

LATIN.

*Ab*USE, to use illy.
———*s, ed, ing* ———
SERVE, to keep; to wait upon another.
———*s, ed, ing* ———
*In*DUCE, to lead in; to persuade.
———*s, ed, ing* ———
*As*SIST, to stand to; to help.
———*s, ed, ing* ———
NEGLECT, to omit by carelessness.
————*s, ed, ing* ———
*Di*RECT, to point straight; to show.
———*s, ed, ing* ———
RULE, to govern or control.
———*s, ed, ing* ———
Mis——, *s, ed, ing* ———

GREEK.

TYRANNIZE, to act as a tyrant.
————*s, ed, ing* ———

THIRTY-SEVENTH STUDY.

PROTECTORS AND ENEMIES.

MAN, engaged at lawful pursuits, soon found an enemy in man, and felt his need of protection. A new division took place. Protectors arose, whose business it was to guard the persons, properties and homes of men. This

class of men have grown into vast dimensions in modern times. Such are *soldiers*, *sailors*, *policemen*, *watchmen*, *firemen* and *jailers*.

EXERCISE I.

NAMES OF PERSONS AND THINGS.

GOTHIC.

DRUM, an instrument covered with skin at each end.

———*er*, one who ———

BLUDGEON, a stout stick loaded at one end.

TRAMP, a step; a heavy tread as of horsemen.

MUSTER, a gathering of troops.

RIFLE, a kind of gun.

FLAG, something spread; an ensign.

DIRK, a small dagger.

TRUCE, a suspension of arms; a respite.

CELTIC.

CLUB, a stick heavy at one end.

CUDGEL, a kind of stick used for beating.

DIRK, a kind of dagger.

——, to stab with a dirk.

———*ed, ing* ———

TRIGGER, the catch in a pistol or musket.

CLAYMORE, a large sword used by the Highlanders of Scotland.

MOAT, a ditch round a castle.

HAVOC, waste; wild destruction.

FRENCH.

SOLD*ier*, one who is paid for military services.

———*y* ———

Infantry, foot soldiers.

ENEMY, not a friend; a foe.

GAUNTLET, an iron glove.

BAILIFF, a kind of policeman.

Bailiwick, the bounds of a bailiff's authority.

CAPTAIN, a head or chief officer.

———*cy, ship* ———

CHAMP*ion*, one who undertakes a combat for another.

———*ship* ———

CORPORAL, the lowest officer of a troop of infantry.

COLON*el*, the chief officer of a regiment.

———*cy, ship* ———

MAIL, a net-work or coat of steel.

DAGGER, a short sword like a knife.

BATTLE, a beating; a combat.

SCOUT, one who listens; one sent before an army.

ROUT, the dispersion of troops in battle.

HOST*age*, one delivered to an enemy as a pledge.

FRACAS, a noisy quarrel.

HALBERT, a kind of spear.

FRAY, a broil or quarrel.

Af——

SENTIN*el*, belonging to one who perceives; a soldier on guard.

TRIUMPH, a victory.

———*al, ally* ———

Cow*ard*, one who turns the back; a fearful man.

Mutiny, a rising against authority, as seamen.

*Sur*render, a giving up; a yielding.

*En*gage*ment*, the act of laying on; a conflict.

Cartridge, a case holding a charge for a gun.

Massacre, slaughter of one or more in cruelty.

Arsenal, a depository for arms; practice or art of bringing in.

Cav*alry*, practice belonging to the horse; body of horse soldiers.

Police, a body of city officers.

Military, pertaining to soldiers; the armed force.

Dart, a kind of dagger.

*Com*bat, a beating against; a fight.

*En*gineer, one skilled in designing.

———*ing* ———

*En*sign, a mark; colors of a military band.

———*cy, -bearer.*

Pick*et*, a guard placed in front of an army.

Poniard, a pointed sword like a dagger.

Carabine, a short gun used by horsemen.

Rapier, a short sword used in thrusting.

LATIN.

Admir*al*, the chief commander of a fleet.

———*s, ty, ship*

Convoy, attendance for defense.

Act*ion*, the act of doing; a battle.

Nav*y*, an assemblage of ships; a fleet.

Miss*ile*, something sent; a weapon that is thrown.

Reg*iment*, that which governs; a body of soldiers.

Legion, a collection; a body of infantry.

———*s, ary* ———

Champion, one who fights a single combat.

———*ship* ———

*Adver*sary, one who is opposed.

Lance, a long spear.

*Con*flict, a struggling together; a combat.

Privateer, a pirate ship of war.

*Am*munition, that which fortifies; military stores.

*Ad*jutant, one who helps; a military officer.

Militia, the body of soldiers enrolled but not engaged.

Cit*adel*, a city fortress.

Lictor, one who strikes; a Roman officer.

EXERCISE II.

NAMES OF QUALITIES.

CELTIC.

Daunt*less*, without fear or timidity.

*Un*daunt*ed*, having no fear or weakness.

FRENCH.

Gallant, gay, splendid or noble.

———*ly* ———

Un———, not ———

FIERCE, wild, rushing.
———*er, est, ly, ness* ———
SANG*uine*, red; warm or ardent.
———*-ary*, bloody ———
COU*rageous*, having much heart; brave.
MARTI*al*, belonging to arms; noble.
*Unre*LENT*ing*, not yielding to kind feeling; cruel.
MILI*tary*, pertaining to soldiers.
MARINE, belonging to the sea.

LATIN.

FURIOUS, full of madness; fierce.
———*ly, ness* ———
CAUTIOUS, wary, watchful.
*In*TREPID, not trembling with fear; bold.
*Con*FIDE*nt*, trusting, or relying hopefully.
———*ly, ce* ———
VIGIL*ant*, wakeful.
———*ly, ce* ———
*In*IMI*cal*, not friendly; hostile.
*Inex*ORA*ble*, that does not yield to prayer; unyielding.
*Ef*FICIENT, producing effects; powerful.
———*ly* ———
In———, not———
HOST*ile*, belonging to an enemy.
———*ity* ———
CIVILIZ*ed*, made civil; reclaimed from barbarism.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

TRAMP, to tread heavily.
Do horses tramp heavily?
———*s, ed, ing* ———
TRAMPLE, to tread under.
———*s, ed, ing* ———
MUSTER, to gather troops together for exercise.
———*s, ed, ing* ———
BOOM, to rush with a loud and violent noise.
———*s, ed, ing* ———
CLATTER, to make a confused noise.
———*s, ed, ing* ———
RANSACK, to plunder or pillage.
———*s, ed, ing* ———
SLASH, to strike or cut violently and at random.
———*es, ed, ing* ———

FRENCH.

*En*ROLL, to write in a roll for service.
———*s, ed, ing* ———
TRAIN, to draw along; to drill or fit for duty.
———*s, ed, ing* ———
*A*CHIEVE, to finish, to accomplish.
———*s, ed, ing, ment* ———
DART, to shoot or move quickly.
———*s, ed, ing* ———
*Com*BAT, to beat against; to fight.
———*s, ed, ing* ———
ROUT, to break the ranks of troops.
———*s, ed, ing* ———
GUARD, to protect or defend.
———*s, ed, ing* ———
*Con*FINE, to bring within limits; to imprison.
———*s, ed, ing* ———

*Im*PRISON, to put in a prison or jail.
———*s, ed, ing, ment* ———
MASSACRE, to slaughter cruelly.
———*s, ed, ing* ———
SKIRMISH, to throw; to combat lightly.
———*s, ed, ing* ———
BATTLE, to beat; to combat fiercely.
———*s, ed, ing* ———
*Sur*RENDER, to submit or give up.
———*s, ed, ing* ———
VANQUISH, to overcome.
———*s, ed, ing* ———
*Con*QUER, to seek with; to overcome.
———*s, ed, ing* ———
Re———, *s, ed, ing* ———
MARSHAL, to arrange in order.
———*s, ed, ing* ———
*In*TRENCH, to cut in; to fortify with a ditch.
———*s, ed, ing* ———
*En*CROACH, to hook in; to enter upon another's rights.
———*s, ed, ing* ———
VAUNT, to boast of oneself.
———*s, ed, ing, er* ———
SPOIL, to pull asunder; to seize violently.
———*s, ed, ing* ———
De———, *s, ed, ing* ———
FORT*ify*, to make strong; to surround with defenses.
———*es, ed, ing* ———

LATIN.

CONVOY, to attend on for defense.
———*s, ed, ing* ———
CAPITU*late*, to give up the head; surrender on conditions.
———*s, ed, ing* ———
STRUGGLE, to strive and make great efforts.
———*s, ed, ing* ———
*In*VADE, to come into; to enter as an enemy.
———*s, ed, ing* ———
*Pro*TECT, to cover before; to shield.
———*s, ed, ing* ———
*Co*ERCE, to urge together; to restrain.
———*s, ed, ing* ———
*Com*PEL, to force together.
———*s, ed ing* ———
*Re*CRUIT, to repair by new supplies.
———*s, ed, ing* ———
*Re*PRESS, to crush.
———*es, ed, ing* ———
ASSAULT, to leap on; to attack violently.
———*s, ed, ing* ———
*De*FEAT, to overthrow.
———*s, ed, ing* ———
VOLUNTEER, to go into military service of one's own accord.
———*s, ed, ing* ———

THIRTY-EIGHTH STUDY.

STREET FOLK.

MANY of the human race have no settled employment. They are irregular traders or carriers, and pass most of their

time in the street. London contains some *thirty thousand* of this class. Such are *street cleaners*, *hawkers*, *showmen*, *street musicians*, *costermongers* and *potterers*.

EXERCISE I.

NAMES OF PERSONS AND THINGS.

GOTHIC.

HAWKER, one who offers goods for sale by outcry.

COSTERMONGER, one who sells fruit and vegetables in the street.

*Out*CAST, one who is expelled from society.

FRENCH.

BUFFOON, a low mimic.

———*ery* ———

LEGERDEMAIN, sleight of hand; deceptive trickery.

HARLEQUIN, a buffoon or merry-andrew who plays tricks.

FRUIT*erer*, one who deals in fruit; a hawker of fruit.

OUTCRY, a vehement calling.

MISCREANT, a vile wretch.

LATIN.

MUSIC*ian*, one who sings or performs on an instrument of music.

Street- ————

JESTER, a person who is given to pranks; a buffoon.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

PALTRY, ragged; vile.

FRENCH.

*De*BASED, brought low; mean.

*Dis*GUSTING, offensive to the taste; odious.

PITIED, compassionated.

Un———

LATIN.

VILE, base or worthless.

———*er, est, ly, ness* ———

MISER*able*, wretched, poor.

*Ob*SCENE, filthy, disgusting.

————*ity, ness, ly* ———

ODIOUS, hateful.

*Detest*ABLE, that which is hateful.

INFAMOUS, wicked in the extreme.

————*ly* ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

HAWK, to sell goods by public outcry.
——*s, ed, ing* ——

FRENCH.

CRY, to utter with a loud voice; to call out.
——*es, ed, ing* ——

*Dis*GUST, to offend the taste.
——*s, ed, ing* ——

PITY, to feel grief for one who is wretched.
——*es, ed, ing* ——

LATIN.

*De*TEST, to loathe or hate.
——*s, ed, ing* ——

*Com*MISERATE, to pity or feel for another.
——*s, ed, ing* ——

*Al*LEVIATE, to lessen, as sorrow.
——*s, ed, ing* ——

GREEK.

MIMIC, to imitate, to mock.
——*s, ed, ing, ry* ——

THIRTY-NINTH STUDY.

VAGRANTS.

As soon as society is established, a class of men spring up, known as *vagrants*. They live on the labors of others. This class includes *beggars*, *vagabonds*, *pickpockets*, *burglars*, *gamblers*, *magicians*, *conjurers* and *diviners*. They are found in all countries.

EXERCISE I.

NAMES OF PERSONS AND THINGS.

GOTHIC.

ROBB*er*, one who seizes what is another's by force.
Are robbers common in society?
——*y* ——

ROV*er*, one who wanders about; a robber.

BURG*lar*, one who enters a house to steal.
——*y* ——

GAMBLER, one who games, or plays for money.

BEGG*ar*, one who lives by asking.
——*y, ly* ——

WAND, a rod used by conjurers.

CELTIC.

GIVE, that which holds; fetters for the legs.
QUARREL, a brawl or petty fight.

FRENCH.

FELON, one who is guilty of a crime against the state.
———*y, ess* ———
VAGR*ant*, one who goes from place to place begging or stealing.
———*cy* ———
TOP*er*, one who drinks to excess; a sot.
BRIG*and*, a mountaineer, or plunderer.
POACH*er*, one who steals game.
MARAUD*er*, one who plunders.
PICAROON, one who plunders; a pirate.
*Ac*COMPLICE, an associate in guilt.
*Im*POSTOR, one who imposes upon another.
CHAIN, a series of united links.

LATIN.

VAGA*bond*, a wanderer; a vagrant going from place to place.
*Con*JUR*er*, one who invokes the aid of spirits to do wonderful things.
DIVIN*er*, one who pretends to tell future things by the aid of spirits.
DISTURB*er*, one who perplexes, annoys.
*Of*FENDER, one who strikes against; one who makes another angry.
PUGIL*ist*, one who boxes; a fighter.
*Op*PROBRIUM, reproach, infamy.
CULPRIT, one convicted of crime.
ARSON, the crime of house-burning.
*Con*FEDERATE, one who is leagued with others.
———*cy* ———
AUDAC*ity*, boldness, impudence.
CRIME, an offense against law.
CRIMINAL, one accused or guilty of crime.
ARTIFICE, a device or injurious plan.

GREEK.

MAGIC, an art by which men pretend to do wonders.
———*ian, al, ally* ———

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

SCANDAL*ous*, giving offense; disgraceful in character.
———*ly* ———

LATIN.

*Op*PROBRI*ous*, reproachful, infamous.
———*ly, ness* ———
*In*FAMOUS, not being in good report; notoriously bad.
CULPA*ble*, deserving censure.
CRIMIN*al*, relating to crime.
———*ity* ———
*Pro*FLIGATE, dashed or ruined in morals.
———*cy* ———
*De*PRAVED, corrupt.
*Ob*DURATE, hard; impenitent.
———*cy* ———
CALLOUS, hard; unfeeling.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

RANSACK, to plunder completely.
Did the thief ransack the house?
————*ed, ing* ————

KIDNAP, to steal children; to carry away a person by force.
————*ed, ing, er*————

PLUNDER, to spoil, or pillage.
————*ed, ing, er* ————

ROB, to take from another with force.
——*s, ed, ing, er* ————

JEER, to scoff, or mock.
——*s, ed, ing* ————

*De*COY, to lead into a snare.
————*s, ed, ing* ————

BEG, to ask in charity.
——*s, ed, ing* ————

STROLL, to rove about; to wander on foot.
————*s, ed, ing* ————

CELTIC.

PILFER, to spoil; to steal in small quantities.
————*s, ed, ing, er* ————

*Em*BEZZLE, to filch or steal secretly.
————*s, ed, ing* ————

PILLAGE, to strip or peel.
————*s, ed, ing, er* ————

QUARREL, to engage in a petty fight.
————*s, ed, ing* ————

FRENCH.

*As*SAIL, to leap upon; to attack with violence.
————*s, ed, ing, er* ————

*At*TACK, to fasten upon; to fall upon with force.
————*s, ed, ing* ————

*Al*LURE, to tempt to; to lead astray.
————*s, ed, ing*————

CHAIN, to fasten with a chain.
————*s, ed, ing* ————

En————, *s, ed, ing* ————

MANA*cle*, to put on handcuffs.
————*s, ed, ing* ————

BANTER, to play upon, jeer.
————*s, ed, ing* ————

TAUNT, to reproach, ridicule.
————*s, ed, ing* ————

LATIN.

*De*STROY, to pull down; to ruin in any way.
————*s, ed, ing, er* ————

*Con*JURE, to call or summon by a sacred name; to work magic.
————*s, ed, ing* ————

DIVINE, to foretell; conjecture by art.
————*s, ed, ing*————

*Trans*GRESS, to pass across; to violate law.
————*s, ed, ing, ion* ————

FORTIETH STUDY.

ALMSMEN AND ALMONERS.

THE poor are found in every society. Age, disease and misfortune cast many upon the charities of the world. Almsmen exist as a class of society, and are provided for by the benevolence of man. Such are worthy *paupers*, *almsmen* and *inmates* of hospitals and asylums.

EXERCISE I.

NAMES OF THINGS OR PERSONS.

GOTHIC.

LACK, want, need.

FRENCH.

POVERTY, want of the means of subsistence.

*In*DIGE*nce*, state of want.

CHARITY, good-will; alms given to the needy.

FORTUNE, the good or ill of life.

Mis———

LATIN.

HOSPIT*al*, a building for the sick or poor.

PAUPER, a poor person; one who lives on the town.

———*ism* ———

PENUR*y*, want of property; extreme poverty.

POOR, indigent; needy.

—— *-house* ———

BENEFACT*or*, one who makes charitable gifts to the public.

————*ess* ———

DON*or*, one who gives or bestows favors; a benefactor.

ASYLUM, safe from spoil; a place of refuge; a place of relief.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

*De*RANGED, put out of order.

CHARITA*ble*, liberal in giving to the poor.

Un————, not ———

LATIN.

URGENT, pressing with necessity.

———*ly, cy* ———

*In*DIGENT, destitute of property.

————*-ly, ce* ———

NECESSITOUS, very needy.
DESTITUTE, forsaken; in great want.
DESERTED, wholly forsaken.
INFIRM, not firm; weak.
———*ity* ———
INSANE, not sound; deranged.
———*ity* ———
FORTUNATE, favored with goods.
Un———, not ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

LACK, to want, or need.
———*s, ed, ing* ———

CELTIC.

HELP, to lend aid; to strengthen.
———*s, ed, ing* ———

FRENCH.

Relieve, to free from any care or evil.
———*s, ed, ing* ———
AMELIORATE, to improve, to make better.
———*s, ed, ing, ion* ———
Importune, to bear on; to ask urgently.
———*s, ed, ing* ———
DERANGE, to put out of order.
GRANT, to give, or bestow.
———*s, ed, ing* ———

LATIN.

Succor, to help or aid in any way.
———*s, ed, ing* ———
Assist, to stand under; to help.
———*s, ed, ing* ———
AID, to give aid or assistance.
——*s, ed, ing* ———
MELIORATE, to make better, improve.
———*s, ed, ing* ———
Supply, to fill up; to furnish what is wanted.
———*s, ed, ing* ———
Afford, to yield; to grant.
———*s, ed, ing* ———
Desert, to forsake, abandon.
———*s, ed, ing* ———

FORTY-FIRST STUDY.

THE TEACHERS AND THE TAUGHT.

PRODUCERS, distributors, carriers, servants, protectors, and even street-folk, vagrants and almsmen, need instruction. Teachers arise, and form one of the most important classes of society. Their object is to train the mind. This class includes the *teacher*, *author* and *minister*. Some ministers have names given by the State, as well as by the Church.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

PARSON, lord of the living; the minister of the parish.

Are parsons known as such in the Bible?

PREACH*er*, one who discourses in public on religion.

WAND, a small rod.

CELTIC.

DRUID, one who taught under the oak; a priest among the Celts.

———*s, ic, ical, ism, ess* ———

FRENCH.

CLERGY, those who have their calling by lot; ministers of the church.

PRELATE, one elevated; a minister of a high order, as a bishop.

————*ical, ically* ———

VIC*ar*, a person who acts for another in the Christian ministry.

———*age* ———

DEAN, the head of a corporation; the second minister in rank in a diocese.

———*ery* ———

ABBE, a father; a kind of monk.

———*ess* ———

CHAPL*ain*, a minister of a chapel.

————*cy, ship* ———

USH*er*, a door-keeper; an under teacher.

COPY a resemblance.

TOUR, a going round, a circuit.

LECTUR*er*, one who reads discourses.

PUBLISH*er*, one who makes known publicly.

LECT*ure*, that which is read.

———*er, ship* ———

LATIN.

PAS*tor*, one who feeds; a minister of the church.

———*al* ———

MINIS*ter*, one who steers or guides; a chief servant in church or state.

————*y* ———

REC*tor*, one who rules; the minister of a parish in the Episcopal Church.

CURATE, one who has the care of souls; an under minister in the Episcopal Church.

————*cy* ———

TU*tor*, one who defends; one who instructs.

CARD*inal*, one on whom things hinge; a minister of a high order in the Romish Church.

DOC*tor*, one who teaches; one who is qualified to teach in a high degree.

———*al, ate* ———

*Pro*FESS*or*, one who discovers and shows publicly; a public teacher.

————*al, ship, ate* ———

Coadjutor, a fellow-helper.

BREV*ity*, shortness.

PUPIL, a youth; a scholar.

———*age*, state of being a scholar or ward.

TUTEL*age*, state of guarding; protection.

SEQU*el*, that which follows.

*Pro*CLAM*ation*, the thing proclaimed; official notice.

Ex————, the thing or act of ——

De————, the thing or act of ——

Ac————, the thing or act of ——

*E*LOQU*ence*, speaking out; the art of speaking so as to move.

EDIT*or*, one who superintends the publication of a book or paper.

AUTH*or*, one who increases or brings into being; the maker of a book.

———*ship, ess* ———

BENEFICE, a church living.

*In*STRUCT*or*, one who builds up; a teacher.

GREEK.

PRESBYTER, one who is old; a ruling or teaching officer in the church.

————*ian* ———

*Arch*BISHOP, a chief overseer; a metropolitan bishop.

————*ric* ———

POPE, father; the head of the Romish Church.

——*ry, ish, ishly* ———

*A*POSTLE, one sent on a mission.

————*ship* ———

*P*ROPHET, one who speaks of the future; an inspired person.

————*ical, ically* ———

*Evange*L*ist*, one who announces good things; a sacred writer or preacher.

*Ec*CLESIAS*tic*, a person consecrated to the ministry.

————*al, ally* ———

MONK, a man who retires from the world and devotes himself to religion.

———*ish* ———

THEME, a subject on which one writes or speaks.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

NARRATIVE, apt to relate stories; of the nature of a narrative.

*In*TELLIG*ent*, taking hold; knowing.

————*ly, ce* ———

SEVERE, rigid, harsh.

———*ly, ity* ———

CLERIC*al*, pertaining to the clergy.

LATIN.

APT, fit, ready.

*Co*RRECT, set right or straight.

*Ac*CURATE, taking care of; exact.

————*ly, ness* ———

In———

*Ex*PLICIT, unfolded; open and clear.

————*ly, ness* ———

In———

*Ex*PERIENC*ed*, proved from practice; skilful.

In————

*Dis*TINCT, marked off, clearly defined.

————*ly, ness* ———

In———

STRICT, stretched; severely nice.
———*ly, ness, ure* ———
*E*LOQUENT, speaking so as to move.
———*ly* ———
ARGU*mentative*, of the nature of argument.
ERUDITE, instructed, learned.
———*ion* ———
SUA*sive*, tending to persuade.
Per———
Dis———
*Sug*GESTIVE, tending to excite thought.
PLAUS*ible*, that may gain favor.
VENER*able*, worthy of veneration, or honor.
DOCTRIN*al*, pertaining to what is taught; instructive.
EDITORI*al*, belonging to an editor.
*Per*SUASIVE, power of moving others to action.
———*ly, ness* ———
*Con*CLUS*ive*, shutting up; final.
EMIN*ent*, high in favor.
———*ly* ———
*Dis*TINGUISH*ed*, elevated by fine qualities.
*Im*PRESS*ive*, capable of making an impression.
ITINER*ant*, travelling.
HORTATO*ry*, of the nature of an exhortation.

GREEK.

*Apos*TOL*ic*, pertaining to an apostle.
———*ally* ———
*E*VANGEL*ical*, belong to an evangelist.
ORTHODOX, correct in doctrine.
———*y* ———
Heter———, other than correct in doctrine.
DIDACT*ic*, adapted to teach.
POLEM*ic*, warlike; disputatious.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

SMATTER, to smack and make a noise; to speak with little knowledge.
Do wise men smatter?
———*s, ed, ing, er* ———

FRENCH.

COPY, to imitate in any way.
——*es, ed, ing, er* ———
USHER, to introduce a person or thing.
———*s, ed, ing* ———
PRAY, to ask good or ill; to supplicate God.
——*s, ed, ing* ———
TRAIN, to exercise in some way.
——*s, ed, ing, er* ———
PUBLISH, to make known publicly.
———*es, ed, ing* ———
LECTURE, to read a discourse; to instruct by discourse.
———*s, ed, ing*———
QUESTION, to ask questions.
———*s, ed, ing, er* ———

LATIN.

*Com*MUNI*cate*, to make common; to impart knowledge.
———*s, ed, ing* ———
NARRATE, to tell or rehearse.
———*s, ed, ing* ———

*Cor*RECT, to make right.
———*s, ed, ing* —— —
*E*LUCIDATE, to shine from; to make plain.
———*s, ed, ing, ion* ———
*Pro*CLAIM, to tell openly, publish.
———*s, ed, ing* ———
De——, *s, ed, ing* ———
Ex——, *s, ed, ing* ———
Ac——, *s, ed, ing* ———
Re——, *s, ed, ing* ———
RECITE, to repeat.
———*s, ed, ing* ———
*Pro*MULGATE, to publish openly.
———*s, ed, ing* ———
*Re*SUME, to take up again.
———*s, ed, ing* ———
SIMPLIFY, to make simple or plain.
———*es, ed, ing* ———
*Sug*GEST, to carry under; to hint.
———*s, ed, ing* ———
*Ex*POUND, to set out; explain.
———*s, ed, ing* ———
EDIFY, to build; to instruct.
———*s, ed, ing* ———
*Ad*MONISH, to warn gently.
———*es, ed, ing* ———
*Com*POSE, to arrange thought in language.
———*s, ed, ing, ition* ———
*Per*SUADE, to move to action.
———*s, ed, ing* ———
*Dis*TINGUISH, to separate and declare.
———*s, ed, ing* ———
MINIS*ter*, to serve; to serve in the gospel.
———*s, ed, ing* ———
*In*STRUCT, to build inwardly; to impart knowledge.
———*s, ed, ing* ———
*E*DUCATE, to lead out; to train the body or mind.
———*s, ed, ing* ———

GREEK.

*Evangel*ize, to instruct by preaching the gospel.
———*s, ed, ing* ———
*Pro*PHESY, to announce a thing beforehand.
———*s, ed, ing* ———
*Cate*CHISE, to teach by the voice; to instruct by questions.
———*s, ed, ing, ism, ist* ———

FORTY-SECOND STUDY.

ARTISTS.

THE cultivation of taste is one of the finest aims of teaching, and is best accomplished by works of the fine arts—*poetry*, *music*, *painting*, *sculpture*, *engraving* and *architecture*. Artists form an important division of teachers.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

SLUR, a mark in music connecting notes.

Does a slur require us to sing the notes as one?

SCALD, a singer or poet among the Scandinavians.

WALTZ, a kind of dance; a kind of music.

CELTIC.

BARD, a song; a composer and singer of songs.

——*ic* ———

PIBROCH, a wild kind of music performed on the bagpipes.

QUAVER, a thrill; a musical shake or vibration.

FRENCH.

ART*ist*, one skilled in art, as poetry, music, painting.

———*ic, ical, ically* ———

PAINT, a substance that colors.

——*-er* ———

GRAV*er*, one who cuts letters or figures on wood or metal; a tool.

En———, one who cuts into wood or metal.

MEDALLION, a large medal.

CLEF, a character used on a staff of music.

RONDO, a kind of poetry or music that turns upon itself.

LAY, a plaint.

BIS*ter*, a dark brown pigment.

BALLAD, a simple story.

——— *-maker, -singer* ———

MADRIGAL, a love-poem.

CRAYON, a kind of pencil.

SCROLL, a spiral ornament.

LUTE, a stringed instrument.

FIFE, a small pipe used as a wind instrument.

LYRE, a stringed instrument.

——*ic, ical* ———

LATIN.

ART, strength; the practice of human skill.

——*ist isan* ———

POET, one who makes or creates; the author of a poem.

——*ry*, thing made by a poet; a composition in verse.

——*ic, ical, ically* ——

SCULP*tor*, one who carves on wood or stone.

———*ture*, the thing sculptured; art of carving on wood or stone.

PICTURE, that which is painted; a representation in colors.

MUS*ic*, an agreeable combination of sounds.

———*al, ally, ian* ———

Un———, not ———

ORGAN, the largest of wind instruments of music.

——— *-pipe, -tone* ———

*Cym*BAL, a dish-like instrument of music, played by striking two of them together.

*Dis*SONA*nce*, discord of sounds.
*Con*SONA*nce*, concord of sounds.
*Re*SONA*nce*, a return of sound; resounding.
*Con*CORD, an agreement of sounds.
————*ance* ————
*Dis*CORD, a disagreement of sounds.
————*ance* ————
*Im*PRES*sion*, a mark; stamp; edition of a book.
*Per*SPEC*tive*, seeing through; pertaining to distance in pictures.
ODE, an irregular poem.
EPIC, a poem having a great hero for its subject.
POEM, a composition in musical language or verse.
STYLE, the mode of art.
HARMONY, agreement of sounds.
MELODY, the sweetness of song; a succession of sweet sounds.
PIGMENT, a paint.

GREEK.

DRAMA, a poem representing a picture of life which is acted.
————*tic, tical, tically* ————
COMEDY, a village song; a dramatic poem representing the laughable passions.
————*an* ————
*E*LEGY, a complaint; a sorrowful poem.
TRAGEDY, the great song; a dramatic poem representing great actors.
————*an* ————
MELODY, a honey-song; a succession of sweet sounds.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

STUNED, sung or played in a gliding style.
TRILL*ed*, warbled or vibrated.

FRENCH.

BRILLI*ant*, bright; splendid.
————*ly* ————
ANTIQUE, the quality of the ancient schools of art; ancient.
ARTIS*tic*, pertaining to art; agreeable to art.
————*al, ally* ————
*En*GRAV*ed*, cut or sculptured on wood, stone or metal.

LATIN.

*Dif*FICULT, not easy to be done.
PICTOR*ial*, pertaining to pictures.
PICTURE*d*, a painted resemblance.
LINE*al*, composed of lines.
AQUATINT, water-tint; engraving by aqua fortis.
HARMON*ic*, pertaining to harmony; musical.
————*al, ally* ————
In————, not ————
*Dis*SONA*nt*, disagreeing in sounds; harsh.
*Con*SONA*nt*, agreeing in sound; smooth to the ear.

VIBRATO*ry*, the quality of vibrating; trembling.

SCULPTURE*d*, carved or engraved.

CHORD*ed*, finished with strings, as a lyre.

DEPICT*ed*, painted; described.

GREEK.

MELODI*ous*, of the nature of a honeyed song; agreeable to the ear.

TRAG*ic*, pertaining to a great song or tragedy.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

ETCH, to eat; to eat in lines, to form figures on metal.

Does the engraver etch?

——*s, ed, ing* ———

JANGLE, to sound discordantly.

———*s, ed, ing* ———

SLUR, to sing or play glidingly.

——*s, ed, ing* ———

WALTZ, to dance a waltz.

———*s, ed, ing, er* ———

TRILL, to warble or vibrate the voice.

———*s, ed, ing* ———

CELTIC.

TINGLE, to feel a thrilling sharp sound.

———*d, ing* ———

*Em*BOSS, to produce raised figures.

———*es, ed, ing* ———

QUAVER, to trill or shake vibratingly.

———*s, ed, ing* ———

FRENCH.

*De*TAIL, to cut off, and then narrate minutely.

———*s, ed, ing* ———

*En*CHASE, to work in some design in low relief.

———*s, ed, ing* ———

QUOTE, to cite from an author.

———*s, ed, ing* ———

*En*GRAVE, to scratch; to cut figures on metal or stone.

———*s, ed, ing, er* ———

LATIN.

VIBRATE, to swing in wave-like tremblings.

———*s, ed, ing* ———

CHORD, to string.

———*s, ed, ing* ———

STIPPLE, to engrave by dots.

———*s, ed, ing* ———

PICTURE, to paint representations.

———*s, ed, ing* ———

*Ac*CORD, to agree, harmonize.

———*s, ed, ing* ———

*De*PICT, to paint from; form a likeness.

———*s, ed, ing* ———

HARMO*nize*, to cause to combine musically.

———*s, ed, ing* ———

*De*SIGN, to sit; to draw the outline of a picture.

———*s, ed, ing* ———

*De*LINEATE, to line out; to outline, draft.

———*s, ed, ing* ———

FORTY-THIRD STUDY.

POLITICIANS.

GOVERNMENT is necessary to restrain man in society. The state is to be kept in order. For this purpose, a body of men exist, known as *politicians*. Their business is to preserve the rights of men by wise laws, and government.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

PLAT, an even piece of ground.

——*form*, a flat model; a groundwork; a constitution.

FRENCH.

POLICY, the kind of management of public affairs.

HERALD, one who thrusts; an officer who bears messages.

———*ry, ric*———

POLITI*cs*, the science of government.

———*ian, al, ally* ———

*De*BATE, a strife in words.

HARANGUE, a loud exhortation.

*Suf*FRAGE, asking under; the right of voting; body of votes.

CAUCUS, a meeting of caulkers; a meeting of citizens.

PARTY, a body of men united in opinion in opposition to others.

———*es, san* ———

BALLOT, a ball used in voting.

TREATY, an arrangement to settle disputes; negotiation.

DUTY, a tax on goods imported.

*Im*POST, a tax or duty paid on goods imported.

CUSTOM, cost; tribute or toll.

TAX, something set; money imposed on citizens to support the state.

Township ——

County ——

State ——

Road ——

*A*SSESSOR, one who fixes; one who values and lays on tax.

LATIN.

VO*ter*, one who votes, or chooses another.

GOVERN*ment*, the exercise of rule or supreme power.

LEGISLA*ture*, the body of men who make and repeal laws.

JUDICI*ary*, the branch of government that explains and applies law.

*Ex*ECUT*ive*, the power in the state that administers the government.

CANDIDATE, one arrayed in white; one who competes for an office.

*Con*VENT*ion*, the act of coming together; an assemblage of men.
———*al* ———
ALIEN, another; one belonging to another country.
*Ex*CISE, cut off; a tax laid on articles produced and consumed in a country.
TRIBUTE, payment made in acknowledgment of subjection.
*Col*LECT*or*, one who collects; a tax-gatherer.
STATIST*ics*, the part of politics that treats of the strength of nations.
*E*LECT*or*, one who has power to elect.
———*al* ———

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

TAX*able*, that may be taxed.
CUSTOM*ary*, according to custom; habitual.
*De*BAT*able*, that may be discussed.
LOC*al*, belonging to place; limited.
SECTION*al*, belonging to a section of a country or party.

LATIN.

NAT*ive*, produced by nature; born in the place.
FOREIGN, of another nation; alien.
STATIST*ical*, belonging to statistics, or the resources of nations.
JUDICI*al*, pertaining to justice.
———*ly* ———
*Ex*ECUT*ive*, that which executes; power of control.
TRIBUT*ary*, paying tribute; subordinate.
PATRIOT*ic*, pertaining to a patriot; full of devotion to the public good.
*E*LECT*ive*, depending on choice.
LEGISLAT*ive*, giving or enacting laws.
*Cor*RUPT, broken together; unsound.
———*er, ed, ible* ———
*Sin*CERE, without wax; pure.
———*ly, ity* ———
NATION*al*, belonging to a nation or people; public.
———*ity* ———
*Ambi*TIOUS, going about to solicit votes; desirous of power.
———*ly* ———

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

*An*NUL, to make void.
———*s, ed, ing* ———
BALLOT, to vote by balls; to elect.
———*s, ed, ing* ———
*De*BATE, to beat from; to strive in words.
———*s, ed, ing, er* ———
HARANGUE, to speak aloud, exhorting an assembly.
———*s, ed, ing, er*———

LATIN.

NOMINATE, to name; to appoint for election.
————s, ed, ing ————
ELECT, to choose from; to select.
————s, ed, ing, or, ion ————
VOTE, to wish; to choose by casting a vote.
————s, ed, ing ————
LEGISLATE, to pass or make laws.
————s, ed, ing, or, ion ————
GOVERN, to rule; to exercise authority.
————s, ed, ing ————
ADMINISTER, to minister to; to act as chief agent under laws.
————s, ed, ing ————
ENACT, to act or do; to make laws.
————s, ed, ing ————
REPEAL, to recall, or annul; make void.
————s, ed, ing ————
ABROGATE, to call from; to repeal.
————s, ed, ing ————
NEGOTIATE, to hold intercourse with another on business or about a treaty.
————s, ed, ing, ion ————

FORTY-FOURTH STUDY.

LAWYERS.

THE explanation and enforcement of the laws of the country are two great interests in every well-regulated state. They claim the care of a distinct class of men, known as lawyers. Their great aim should be the health of the body politic, or the nation.

EXERCISE I.

NAMES OF PERSONS AND THINGS.

CELTIC.

BAR, a rail or defense; the place where criminals appear and lawyers plead; any tribunal.
BARRISTER, one learned at the bar; a learned pleader in law.
WARRANT, a legal writ by which an officer can seize and bring a person to justice.

FRENCH.

PLEA, the answer of a party defending himself in law.
PLAINTIFF, one who begins a suit in law.
OYER, a hearing; a trial of causes at law.
EVIDENCE, that which evinces or causes to be seen; proof.

*At*TORNEY, one who takes the place of another; an advocate in law.

———*ship, -general* ———

*Coun*SELLOR, one who gives advice and pleads in law.

———*ship* ———

JUDGE, a civil officer; one who hears and determines causes at law.

———*ship* ———

CHANCELLOR, a scribe; an officer who superintends all charters.

———*ship* ———

CHANCERY, a court of equity.

*Af*FRONT, a meeting face to face; abuse.

LATIN.

*De*FEND*ant*, one who opposes a suit in law.

CLAIM, something called out; a demand in law.

———*ant* ———

*Ad*VOCATE, one who pleads another's cause in law.

———*cy, ion* ———

LIBEL, a little book; a writing that defames.

———*s, er* ———

ARBIT*er*, an umpire; private judge.

*Sub*POENA, a writ commanding another to appear under a penalty.

BILL, a note; a writing containing particulars.

———*et, -book* ———

NOTA*ry*, a person who attests and protests notes.

———*public* ———

SUMMONS, a call from a justice to appear in law.

*Sur*ROGATE, a person who presides over the probate of wills and the settlement of estates.

*Ag*GRESS*ion*, the act of stepping over limits; first act of injury.

*Ac*CESS*ory*, one who is witness to crime, but not partaker.

*Re*VERS*al*, a change of sentence.

TRIBUN*al*, the seat of a judge.

CLAIM*ant*, one who claims.

EQUITY, justice; what is equal.

LENITY, mildness, mercy.

TESTAMENT, the will of a person.

CODICIL, a supplement to a will.

*De*PONENT, one who deposes, or gives evidence.

*Op*PONENT, one who opposes.

PETIT*ion*, a supplication or request.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

FUTILE, trifling; of no importance.

CERTAIN, sure; undoubted.

PARTI*al*, of a party; biased in mind.

———*ly, ity* ———.

Im———, not ———

FAULTY, wrong, blamable.

BIASED, inclined from right; prejudiced.

*Ad*VIS*ory*, of the nature of advice; counselling.

LEG*al*, according to law.

Il——, not ———

*Im*PEACH*able*, that may be arraigned for crime.

Indictable, that may be charged with evil doing.

LATIN.

Insolvent, unable to pay debts.
———*cy* ———
Equit*able*, that which is equal; just.
Positive, set; real or true.
Negative, denying; absence of what is positive.
Documentary, pertaining to documents or writings.
Circumstantial, belonging to what stands around; relating to.
———*ly* ———
Aggressive, making the first attack.
Equal, having the same extent; just.
——*ly, ity* ———
Testamentary, pertaining to a will.
Justifi*able*, that may be justified.
Fraudul*ent*, depriving another of his right.
———*ly* ———

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

Advise, to give counsel.
———*s, ed, ing, er, edly, ory* ———
Acquit, to set free from any charge.
———*s, ed, ing* ———
Accuse, to charge with crime.
———*s, ed, ing, ation* ———
Plead, to answer a suit in law.
———*s, ed, ing, er* ———
Im———, *s, ed, ing* ———
Notify, to make a note; to make public by writing.
———*s, ed, ing* ———
Affront, to meet face to face; abuse.
———*s, ed, ing* ———
Judge, to give sentence in causes at law.
———*s, ed, ing* ———
Impeach, to send against; to present charges against a public officer.
———*s, ed, ing, ment* ———
Arraign, to put at; to place before a judicial bar, or court.
———*s, ed, ing* ———
Counsel, to give advice; to point out the law on any subject.
———*s, ed, ing* ———

LATIN.

Defend, to drive back; to oppose.
———*s, ed, ing, er, ant* ———
Claim, to call out; to demand in law.
———*s, ed, ing, er* ———
Re———, *s, ed, ing* ———
Dis———, *s, ed, ing* ———
Advocate, to plead another's cause in law.
———*s, ed, ing* ———
Libel, to defame by writing.
——*s, ed, ing* ———: .
Summon, to call to appear, especially in law.
———*s, ed, ing* ———
Subpœna, to cite to appear under a penalty.
———*s, ed, ing* ———
Cite, to call upon to appear, as in law.
——*s, ed, ing* ———

*Pre*SIDE, to sit over and direct.
———*s, ed, ing* ———
*Dis*PUTE, to think apart; to contend in argument.
———*s, ed, ing, ation* ———
JUSTIFY, to prove or declare just.
———*s, ed, ing, cation* ———
*In*DICT, to speak in; to charge with a crime.
———*s, ed, ing* ———
*Ac*CUSE, to blame to; to charge with any wrong doing.
———*s, ed, ing* ———
VINDICATE, to defend; justify.
———*s, ed, ing, ion* ———

*De*FRAUD, to deprive another of his right by fraud.
———*s, ed, ing* ———
*Dis*TRAIN, to strain apart; to seize for debt.
———*s, ed, ing* ———
*As*SERT, to say to; to affirm strongly.
———*s, ed, ing* ———
*Af*FIRM, to set to; declare with confidence.
———*s, ed, ing* ———
FRUSTRATE, to break; to bring to naught.
———*s, ed, ing* ———

FORTY-FIFTH STUDY.

DOCTORS.

DISEASES tread upon the heels of men, and threaten the existence of health. To guard against them, and expel or restrain them in society, a class of men exists, known as doctors. The cure of the body is their charge.

EXERCISE I.

NAMES OF PERSONS AND THINGS.

GOTHIC.

QUACK, a pretender to skill in medicine.
Are there many quacks in large cities?
———*ery, ish* ———
BLISTER, a thin bladder on the skin containing a watery substance.

FRENCH.

DRUG, a dry substance; medicine.
CHARLAT*an*, one who prates much; a quack.

LATIN.

DOCTOR, one who has received the highest degree in college; one who practises medicine.
SURGE*on*, one who cures wounds or bodily hurts by manual operations.
———*ery, ical* ———
PESTLE, an instrument for pounding in a mortar.

DENT*ist*, one who cleans, extracts, and makes teeth.

———*ry* ———

MORTAR, a vessel like an inverted bell used for pounding in.

PILL, a little ball; a medicine in the form of a ball.

*Inc*ISION, the act of cutting into, as the flesh.

LOTION, a medicinal wash.

MEDICINE, that which cures.

GREEK.

PHYSIC, what is natural; remedies for diseases.

———*ian* ———

Empiric, one who depends on experiments; a charlatan.

———*al, ism* ———

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

Restorative, that which brings back strength and vigor.

DRUGGED, dosed or tinctured with drugs.

Successful, having the right effect; prosperous.

LATIN.

Competent, seeking together; fit or meet.

MALIGNANT, dangerous to life.

VIRULENT, poisonous.

Assiduous, settling steadily; very attentive to duty.

———*ly* ———

Experienced, tried or proved by practice.

Eminent, seen from above; elevated in favor.

CELEBRATED, praised; extolled.

MEDICINAL, of a curative nature.

CURATIVE, tending to cure or heal.

MEDICAL, relating to the art of healing.

VACCINE, pertaining to cows.

SOPORIFIC, producing sleep.

OPIATE, causing sleep.

NARCOTIC, relieving pain and inducing rest.

Insidious, lying in wait; treacherous.

Attentive, attending to; full of care or concern.

LAXATIVE, loosening.

FEBRILE, pertaining to fever.

GREEK.

Hypochondriac, pertaining to the belly; diseased and melancholic.

Hypnotic, producing sleep.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

BLISTER, to raise a blister, or bladder on the skin.
———*ed, ing* ———

FRENCH.

DRUG, to give medicine.
———*s, ed, ing* ———
*A*PPEASE, to quiet or soothe.
———*s, ed, ing* ———

LATIN.

MOLL*ify*, to make soft.
———*s, ed, ing* ———
*Al*LEVIATE, to raise up; to lighten.
———*s, ed, ing* ———
STIMULATE, to goad; to rouse.
———*s, ed, ing* ———

POULTICE, to cover with a soft composition.
———*s, ed, ing* ———
ANIMATE, to give life or vigor.
———*s, ed, ing* ———
Re———, *s, ed, ing* ———
*Am*PUTATE, to cut about; to remove a limb.
———*s, ed, ing* ———
PULVER*ize*, to reduce to a fine powder.
———*s, ed, ing* ———
*Di*SSECT, to cut in pieces; to examine.
VACCINATE, to inoculate with the cow-pock.
———*s, ed, ing, ion* ———
*In*OCULATE, to put in; to give a disease by inserting matter in the skin.
———*s, ed, ing* ———

FORTY-SIXTH STUDY.

AMUSEMENTS.

THE bent bow soon loses its elasticity and becomes useless. So the man who is ever toiling, loses the spring and elasticity of his spirits. Amusements become necessary, and when wisely regulated, form part of a good and happy life. To regulate them is a common duty of the state and the church.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

GAME, sport of any kind.
Are some games wicked?

CRICKET, a play with bats and balls.
NINEPINS, a play with wooden pins and bowls.

QUOIT, a circular piece of iron used in play.
BARGE, an elegant pleasure boat.
YACHT, a light elegant vessel.
TOY, a plaything for children.
SKATE, a piece of wood shod with iron for moving on ice.
STILT, a pole with a shoulder used for walking.
TAG, a game of touch; a game in which the person wins who touches another.
SLEIGHT, trick or art of deceitful skill.
RACE, a going; a contest of speed.
——*s, er* ——
SPORT, a play; any diversion.
——*s, ful, fully, fulness, ingly, ive, iveness, less, sman* ——

CELTIC.

BACKGAMMON, a small fight; a game between two persons.
WHIST, a game at cards.
PUZZLE, an instrument to perplex as a kind of play.

FRENCH.

CHESS, a game played on a checkered board by two persons.
BAGATELLE, a game played with rods and balls on a board.
BILLIARDS, a play with rods and ivory balls on a table with holes at one end.
CARDS, square little pieces of painted pasteboard for games.
TICKET, something clipped off; a card of admission.
STAGE, a degree; a platform on which actors act.
BAUBLE, a light trifle or toy.
DROLL, odd and merry.
——*ery* ——
DIVERSION, that which turns the mind from care; amusement.
AMUSEMENT, that which stops or engages the mind pleasantly.
RAFFLE, a game of chance.
TABLE*aux*, pictures; striking representations.
DANCE, a leap; a measured movement to music.
——*s, er* ——

LATIN.

ENIGMA, a dark saying, designed as a riddle; a hidden meaning.
——*tical, tically, tist* ——
TRICK, a sly deceitful fraud.
——*s, ery, ish, ster* ——
*Enter*TAIN*ment*, that which keeps or amuses; hospitable care.
FARCE, a ludicrous play.
CORONAL, a wreath or crown.
*Ex*CURSION, a rambling; a pleasure tour.
*Il*LUSION, that which deceives by false showing.
ACT*or*, a doer; a stage-player.
——*ess* ——

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

SLEIGHTY, tricky or deceitful.
WAGG*ish*, sportive; roguish in sport.

FRENCH.

PLEAS*ant*, grateful to the mind or senses; soothing.
————*er, est, ly, ness* ———
FACETIOUS, witty and sportive.
————*ly, ness* ———
*Beguil*ing, deluding.
AMUSING, keeping the attention agreeably fixed.
————*ly* ———
Abused, used from the right end; carried to excess.
ALLOW*able*, that may be set or granted.

LATIN.

FARCI*cal*, belonging to a farce.
————*ly* ———
LUDICR*ous*, full of sport; adapted to raise laughter.
————*ly, ness* ———
Illusive, deceiving by false show.
————*ly* ———
*Di*VERTING, turning aside from care; amusing.
Regulated, adjusted to rules.
*In*NOCENT, not guilty; harmless.
Corruptive, tending to break, to destroy good manners.
Deceivable, that which may be deceived.
DELUS*ive*, tending to mock.
————*ly, ness* ———
*De*RISIVE, tending to ridicule.

GREEK.

MOCK, false; derisive.
COMIC, relating to comedy; raising mirth.
———*al, ally* ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

RACE, to run; to run in contest of speed.
———*s, ed, ing* ———
SPORT, to play or divert oneself in any way.
———*s, ed, ing* ———
STILT, to rise or walk on stilts.
———*s, ed, ing* ———
SNUFF, to take snuff into the nose.
———*s, ed, ing* ———

CELTIC.

POSE, to put; to puzzle.
Can you pose me with questions?
———*s, ed, ing, er* ———
PUZZLE, to perplex.
————*s, ed, ing, er* ———

WABBLE, to move from side to side, as a top.
———*s, ed, ing* ———

FRENCH.

*Di*VERT, to turn aside, as the mind from care.
———*s, ed, ing* ———
*A*MUSE, to stop or keep the attention agreeably.
———*s, ed, ing* ———
PLEASE, to smooth or awake agreeable feelings.
———*s, ed, ing* ———
DANCE, to move to music.
———*s, ed, ing* ———
RAFFLE, to cast dice for a stake.
———*s, ed, ing* ———
*E*EGUILE, to delude.
———*s, ed, ing* ———

LATIN.

*Enter*TAIN, to keep within; to treat hospitably.
———*s, ed, ing, er* ———
*De*CEIVE, to cause mistake; to impose upon.
———*s, ed, ing, er* ———
*De*LUDE, to play deceitfully; to mock.
———*s, ed, ing, er* ———
*De*RIDE, to laugh at with contempt.
———*s, ed, ing* ———
*Ex*HIBIT, to offer to view.
———*s, ed, ing* ———

GREEK.

MOCK, to mimic; to mimic in derision.
———*s, ed, ing, er* ———

CHAPTER XIII.

NATURE.

HOME lies behind us. Man has been considered; and his pursuits, somewhat carefully examined. The world is now before us. From the works of man, we pass to consider the works of God as seen in nature, and thus rise up to the consideration of himself. Providence is our guide.

FORTY-SEVENTH STUDY.

NATURE.

THE child naturally proceeds to nature through the works of man. The furniture of the house is known before the furniture of the world: the words of home precede the

words of heaven. To the earth and heavens, we now look. Humboldt has told us much about nature in his COSMOS.

EXERCISE I.

NAMES OF THINGS.

FRENCH.

SPACE, boundless and unoccupied place.
PLACE, where any thing is; a part of space.
REGION, a tract of land; the space of the atmosphere.
MULTIPLIC*ity*, the quality of being many; numerous.
Succession, the act of following orderly; due order of action.
ASSEMBL*age*, a collection of bodies.
GRANDEUR, greatness; that which ennobles the soul.
*En*CHANT*ment*, singing into a certain state; a wonderful effect, especially of delight.

LATIN.

NA*ture*, that which is brought forth; the universe.
———*al, ally* ———
Un———, *al, ally* ———
UNIVERSE, the heavens and earth; all existence.
———*al, ally* ———
CREAT*ion*, all existing things; heaven and earth.
MAJESTY, greatness of appearance.
UNIFORM*ity*, the same form or manner.
ORDER, regular arrangement of things.
———*ly* ———
REGUL*arity*, agreeable to rule.
Ir———, not ———
*Dis*TRIBUT*ion*, the act of dealing out, disposing.
*Per*MANENCE, abiding through; continuing the same.
*Per*PLEXITY, intricacy; entanglement.

GREEK.

COSMOS, order; the universe as a well-ordered and beautiful whole.
CHAOS, the confusion of matter previous to its orderly arrangement.
PHENOMENON, appearance; a visible event.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

SPACI*ous*, of great extent.
*Un*BOUND*ed*, not bounded; limitless in extent.
MEASUR*able*, that may be measured.
Im———, that may not ———
*Im*POSING, laying on; adapted to impress strongly.
———*ly* ———

Invariable, not changeable; abiding in the same state.

Ceas*eless*, without a pause; constant.

———*ly* ———

Successive, following orderly.

———*-ly* ———

Variable, that varies; changeable.

LATIN.

*Im*mense, not measurable; unbounded.

———*ly, ity* ———

Limit*less*, without bounds or limits.

Termin*able*, that may be bounded.

In———

Mut*able*, that which changes.

Im———

Stable, firm, immovable.

Un———, not ———

Mysteri*ous*, shut; profoundly secret.

———*ly, ness* ———

Indissoluble, that may not be dissolved; abiding in union.

———*y, ness* ———

Destructible, that may be torn down.

In———, *ness, y* ———

Famili*ar*, pertaining to a family; acquainted with.

Un———

Comprehensive, holding together; embracing much.

Sidre*al*, belonging to the stars.

GREEK.

Chaot*ic*, resembling chaos; disorderly.

Cosmi*cal*, relating to the world or universe.

Physi*cal*, pertaining to nature or natural bodies.

Phenomen*al*, pertaining to appearance or effects.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

Seem, to be like; to appear.

Does the sun seem to be flat?

— —*s, ed, ing, ly, ingly* ———

Un——*ly* ———

Put, to throw; to fix in a place.

——*s, ing* ———

Shiver, to break or shatter in pieces.

———*s, ed, ing* ———

Shatter, to shiver, as a tree by lightning.

———*-s, ed, ing* ———

Rumble, to make a low heavy sound, as thunder.

FRENCH.

*Im*pose, to lay; to strike forcibly.

Place, to set or fix some where.

——*s, ed, ing* ———

Establish, to make firm.

———*es, ed, ing* ———

Bound, to limit or fix the extent.

———*s, ed, ing* ———

Measure, to ascertain the size or capacity.

———*s, ed, ing* ———

Fix, to set or make stable.

——*-es, ed, ing* ———

*En*chant, to sing into; to produce great delight.

———*s, ed, ing* ——

*Con*tinue, to remain together; to abide.

———*s, ed, ing* ———

*Pre*SERVE, to keep; to support.
———*s, ed, ing* ———

LATIN.

*De*TERMINE, to bound off; to fix the limits.
———*s, ed, ing* ———
CREATE, to make or fashion; to form out of nothing.
———*s, ed, ing* ———
LIMIT, to bound in any way.
———*s, ed, ing* ———
ORDER, to dispose regularly.
———*s, ed, ing* ———
ORDAIN, to set in order; to constitute.
———*s, ed, ing* ———
*Re*NEW, to make new, restore.
———*s, ed, ing* ———
*Dis*TRIBUTE, to deal out, divide and arrange.
———*s, ed, ing* ———

FORTY-EIGHTH STUDY.

THE EARTH.

THE earth is our world. It is known gradually. By a series of excursions, we go forth into its broad fields, coasts and seas Land, water and air are studied.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

DALE, a winding valley.
Are dales agreeable places?
BRINK, the edge of a steep place, as a river.
REEF, a sand bank; a chain of rocks near the surface of the water.
LAKE, a collection of water, commonly fresh.
HAZE, mist or vapor.
——*y, ness* ———
FOG, a thick mist.
——*y, iness* ———
MIRE, deep mud.
——*y* ———
SPOT, a certain place.
LULL, a rest after a storm.

CELTIC.

ALPS, a huge mass; a mountain in Italy.
——*ine*, pertaining to ———
CRAG, broken and ragged rock.
——*y, ed, ness* ———
GLEN, a watered valley.
BOG, a marsh or quagmire; a peat valley.
——*y* ———
PLAIN, a large level tract of land.
CHANNEL, the bed of a river.

FRENCH.

Mountain, a high elevation of land.
——— *-ridge, -chain* ———
Valley, a low tract of land between hills.
Plateau, flat high land; table lands.
*Pre*cipice, a steep descent of land.
Isle, a tract of land surrounded by water.
River, a large stream of water.
Region, a tract of land of large extent.
Rock, a rough mass; a huge stone.
———*y, iness* ———
*Con*tour, that which is twisted; the outline of any thing.
*Re*lief, the boldness or projection of a thing above a surface, as the relief of mountains.
Cleft, a split, or opening.
Vein, a seam, as of a rock.
Port, a harbor or haven.
Force, strength; active power.
Deluge, an overflowing of water.
Herb*age*, a collection of herbs or grass.
Coast, the border of a country.

LATIN.

Frith, a narrow passage of water.
Fissure, a narrow chasm.
Temperat*ure*, the state of a body in regard to heat or cold.
*Pen*insula, a tract of land almost surrounded by water.
Ocean, the collection of salt water.
———*ic* ———
Declivi*ty*, a slope of land.
Country, land near a city; the land of a state.
——— *-man, -like, -manners* ———
Territory, the land of a person or state.
———*al* ———
Cavity, a hollow place.

GREEK.

Chasm, a cleft; a fissure.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

Damp, moist air; somewhat moist.
Is the earth damp?
———*er, est* ———
Ston*y*, full of stones.
Brack*ish*, somewhat salt.
———*ness* ———

CELTIC.

Gloomy, obscure; dismal.
———*ly, ness* ———

FRENCH.

Fert*ile*, fruitful.
———*ity* ———
Fruit*ful*, bearing fruit abundantly.
———*ly, ness* ———
Un———, *ly, ness* ———
Moist, somewhat wet.
———*ure, ness* ———
Rock*y*, abounding in rocks, or large stones.
Cultiv*ated*, tilled or improved.

HABIT*able*, that may nourish human beings.
In————
RUR*al*, belonging to the country.
PALP*able*, that may be felt.

LATIN.

STERILE, barren, or unfruitful.
————*ity* ————
MUND*ane*, belonging to the world.
TERR*ene*, belonging to the earth.
TERRESTR*ial*, pertaining to the earth.
*De*SOL*ate*, deprived of inhabitants.
PRECIPIT*ous*, very steep.
INSUL*ar*, pertaining to an island.
FRIG*id*, frozen; very cold.
HUM*id*, wet.
TURBID, muddy.
*De*SERT, forsaken; uninhabited.
DISMAL, evil day; gloomy.
LIMPID, pure and clear.
HOSPIT*able*, receiving kindly; friendly.
In————, not ————
*Com*PACT, closed; united firmly.
————*ly, ness* ————
AUTUMN*al*, belonging to autumn.
TEMPERATE, moderate in heat.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

GUSH, to issue forcibly.
Do springs gush?
——*es, ed, ing* ————
DASH, to break forcibly, as water.
——*es, ed, ing* ————
PURL, to murmur, as a small stream over stones.
——*s, ed, ing, ly* ————
LULL, to soothe; to produce rest.
——*s, ed, ing* ————

FRENCH.

NOURISH, to cherish and support.
————*es, ed, ing* ————
*Re*FRESH, to make fresh or new again; to invigorate.
————*es, ed, ing* ————
FORCE, to urge; to excite active power.
——*s, ed, ing* ————
DELUGE, to overflow with water.
————*s, ed, ing* ————

LATIN.

*Sup*PORT, to bear up; to sustain.
————*s, ed, ing* ————
*Sus*TAIN, to stand under; to preserve.
————*s, ed, ing* ————
*Re*VOLVE, to turn about, as the earth on its axis.
————*s, ed, ing* ————
*De*SOL*ate*, to make lonely; to deprive of inhabitants.
————*s, ed, ing* ————
*Ab*SORB, to suck in; to imbibe.
——*s, ed, ing*————

FORTY-NINTH STUDY.

THE HEAVENS.

THE heavens seem to belong to the earth, and are studied in connection with it. The sun, moon and stars fix attention early in life. We learn, at length, that they are worlds like our own, but the most of them, more glorious.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

SKY, a cloud; the vault of heaven.
Is the sky made of clouds?
——*ey, ward, -born, -blue, -light, -rocket* ———
GALE, a strong blow of wind.
HAZE, air dim with vapor.
———*y, ness* ———
SQUALL, a sudden rush of wind.
———*y* ———
GLIMMER, a faint light.
GLARE, a clear bright light.
BLOW, a driven current of air.
GUST, a sudden squall of wind.
——*y* ———

CELTIC.

FLASH, a sudden blaze.
———*y* ———

FRENCH.

AIR, the fluid we breathe; the atmosphere.
——*y, iness* ———
PLANET, a wanderer; one of the heavenly bodies.
RARITY, thinness or openness of parts.
CALM, still, quietude.
———*ly, ness* ———

LATIN.

CLOUD, collected vapor.
———*y, iness* ———
VAPOR, a visible fluid in the atmosphere.
———*y* ———
*Con*STELLA*tion*, a group of fixed stars.
ZEPHYR, the west wind; a mild breeze.
*E*CLIPSE, obscuring of light.
DENSI*ty*, closeness of parts; compactness.
OBSCURI*ty*, quality of being dark; darkness.
*E*XPANSE, spreading; vast extent.
———*ive, ively* ———
HALO, a bright circle round the sun or moon.

GREEK.

EMPYREAN, formed of fire or air; the highest heavens.

ATMOSPHERE, the vapor sphere; the air that surrounds the earth.
———*ic, ical, ically* ———

METEOR, lofty; a fiery body in the atmosphere.
———*ic* ———

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

LOFTY, high in place.
——*ly, ness* ———

CELTIC.

CLEAR, unclouded.
——*ly, ness* ———

FRENCH.

SOL*ar*, pertaining to the sun.
—— *light* ———
POL*ar*, pertaining to the poles of the earth.
———*ity* ———
SERENE, clear and calm.
———*ly, ness, ty* ———
*Ex*PANSIVE, having the capacity of enlarging or being diffused.
————*ly, ness* ———
CALM, quiet, undisturbed.
GEN*tle*, soft and mild.
———*ly, ness* ———
TRANQUIL, peaceful.
————*y, ity* ———
TEMPESTU*ous*, windy or stormy.

LATIN.

CELESTI*al*, belonging to the heavens.
LUN*ar*, pertaining to the moon.
—— *light, rays* ———
*Ef*FULG*ent*, shining bright.
————*ly, ce* ———
*Re*FULG*ent*, casting a splendid light.
————*ly, ce* ———
RADI*ant*, darting beams of light or heat.
————*ly, ce* ———
LUMIN*ous*, bright and shiny.
————*ness* ———
VIVID, bright and strong.
——*ly, ness* ———
*Dif*FUSIVE, pouring abroad; spreading.
BLAND, mild; soft and gentle.
———*ly, ness* ———
NOXIOUS, hurtful.
VIS*ible*, that can be seen.
VERTIC*al*, in the zenith; perpendicular.
————*ly* ———
SALUBRI*ous*, healthy.
————*ly, ness* ———

GREEK.

*Em*PYRE*al*, formed of fire; pertaining to the highest heavens.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

DRIZZLE, to scatter; to rain very fine drops.
Is drizzle fine rain?
———*s, ed, ing* ———
GLIMMER, to shine feebly, as stars in cloudy nights.
———*s, ed, ing* ———
GLARE, to give a clear bright light.
———*s, ed, ing* ———
LOWER, to descend gloomily.
———*s, ed, ing* ———
FLARE, to flutter with glare.
———*s, ed, ing* ———
BLOW, to drive as a current of air.
———*s, ing* ———
BLEW, did ———
SPARKLE, to glisten or glimmer.
———*s, ed, ing* ———

CELTIC.

FLASH, to blaze out suddenly.
———*es, ed, ing* ———

FRENCH.

VEER, to turn as the wind.
———*s, ed, ing* ———
CRASH, to crush, as thunder.
———*es, ed, ing* ———
*A*BATE, to bring low; to decrease.
———*s, ed, ing* ———
RARIFY, to make rare; to cause to expand.
———*es, ed, ing* ———

LATIN.

*E*MIT, to send forth, as rays.
———*s, ed, ing* ———
MOVE, to change place.
———*s, ed, ing* ———
Re———, *s, ed, ing* ———
*E*CLIPSE, to obscure or darken, as the earth the sun.
———*s, ed, ing* ———
*Ap*PEAR, to come to, as the eye; to become visible.
———*s, ed, ing* ———
Re———, *s, ed, ing* ———
Dis———, *s, ed, ing* ———
*De*CLINE, to bend downwards.
———*s, ed, ing* ———
*Dif*FUSE, to pour or spread far.
———*s, ed, ing* ———
RADI*ate*, to throw out rays, as light.
———*s, ed, ing, ion* ———
CULMINATE, to grow, or go upward.
———*s, ed, ing* ———

FIFTIETH STUDY.

MINERALS.

THE materials of the earth and heavens come into notice. They are minerals, and exist in great variety. And

yet, when examined, they may all be reduced to *sixty elements, forty-five* of which are metals.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

ZINC, a brilliant bluish white metal. Is Jersey zinc very fine?

NICKLE, a metal of a reddish white color, hard and malleable.

COBALT, a metal of a grayish white color, and easily reduced to powder.

BISMUTH, a yellowish or reddish white metal, very brittle.

QUARTZ, a kind of silex, or sand or flint.

TALC, a mineral of an oily touch and magnesian nature.

SLAG, the dross of metal.

SODA, a mineral of a whitish and alkaline nature.

CELTIC.

SLAB, a thin piece of marble or other stone.

ADAMANT, a loadstone; a very hard stone.

FRENCH.

ROCK, a large mass of stony matter.

——*y, iness* ———

—— *-salt*, salt dug from the earth.

—— *-oil*, petroleum, or oil found in coal mines.

QUARRY, a pit from which stone is dug.

SLATE, a clayey stone that splits readily.

———*s, y* ———

RUBY, a carmine-colored precious stone.

METAL, a shining solid body

———*ic* ———

AGATE, a kind of quartz; a flinty stone.

MARBLE, a kind of limestone.

LATIN.

CRYSTAL, a mineral of a regular shape, as a cube.

*Alabas*ter, a soft mineral composed of sulphur and lime.

GYPSUM, a mineral composed of sulphur and lime.

MAGNET, a loadstone; a kind of iron ore.

———*ic* ———

*Af*FINI*ty*, an attraction between particles of different bodies.

*At*TRAC*tion*, the power which draws bodies together.

*Re*PULS*ion*, the power by which bodies recede from each other.

*Ero*sion, the act of eating away.

*Cor*rosion, the act of eating or wearing away slowly.

LUSTRE, brightness.

GREEK.

ELECTRIC*ity*, quality of amber; a subtle fluid in all bodies.

ONYX, a nail; a precious stone used for cameos.

EXERCISE II.

NAMES OF QUALITIES.

CELTIC.

CLEAR, bright free from obscurity.
———*ly, ness* ———

FRENCH.

MALLE*able*, that may be drawn out by a hammer.
SAL*ine*, of a salt nature.
VISCOUS, ropy or clammy.
POROUS, having interstices or openings.
*Trans*PARENT, appearing through; admitting light so as to reveal bodies.
OPAQUE, dark, obscure.

LATIN.

LUCID, clear.
*Pel*LUCID, clear throughout; transparent.
*Repuls*ive, tending to drive away.
———*ly* ———
*At*TRACTIVE, tending to draw together.
———*ly, ness* ———
*Co*HESIVE, sticking together.
———*ly* ———
*Trans*LUCENT, admitting light; clear.
*Er*OSIVE, having the property of eating away.
METALL*ic*, pertaining to metals.
*Cor*ROSIVE, having the property of eating away slowly.
*Per*VIOUS, through the way; that may be entered by another body.
Im———
PENETR*able*, that may be entered by another body.
Im———
SOLID, firm and hard.
DUC*tile*, that may be drawn out by pulling.
FLEX*ible*, that may be bent.
SEC*tile*, that may be cut in slices.
*As*TRING*ent*, contracting, as alum.
FET*id*, an offensive smell like rotten eggs.
BITUMIN*ous*, full of the odor of bitumen or pitch.
ARGIL*laceous*, of the nature of clay.
MERCURI*al*, pertaining to or of the nature of mercury.
SOLU*ble*, that may be dissolved in a fluid.

GREEK.

*E*LAST*ic*, impelled; having the power of springing back after being bent.
———*ity* ———
METEOR*ic*, iron in a metallic state; pertaining to meteors.

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

QUARRY, to dig out stone from the rock.
LIQUE*fy*, to make fluid; to melt by heat.
———*s, ed, ing* ———

LATIN.

MAGNETize, to give the properties of the magnet.
————s, ed, ing, er ————
CRYSTALLize, to form into crystals.
————s, ed, ing ————
*At*TRACT, to draw together.
————s, ed, ing ————
*Re*PEL, to drive away; expand.
————s, ed, ing ————
*Re*PULSE, to drive away or back.
————s, ed, ing ————
*Co*HERE, to stick together.
————s, ed, ing ————
PETRIfy, to make a rock.
————s, ed, ing ————
*Cor*RODE, to gnaw; to eat away slowly.
————s, ed, ing ————
PENETRATE, to pierce or enter.
————s, ed, ing ————
SOLIDify, to make solid.
————s, ed, ing ————
*Dis*SOLVE, to loose apart; to liquefy.
————s, ed, ing ————
*Ab*RADE, to wear off.
————s, ed, ing ————

GREEK.

ELECTRify, to give electricity to any thing.
————s, ed, ing ————

FIFTY-FIRST STUDY.

PLANTS.

THE minerals which compose the earth and heavens support plants, which in their turn clothe and beautify the minerals that support them. Plants exist in vast numbers and in great varieties. Some of them are good for food, others for medicine, and some are poisonous. We commonly speak of them as *vegetables*, *herbs*, *shrubs* and *trees*.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

MULBERRY, a tree of the morus tribe, bearing berries.
Do silk-worms feed on the mulberry?
ROOT, the part of a plant that enters the ground.
CLUMP, a cluster of shrubs or trees.
BARK, the covering of a tree, or its skin.
STUMP, the part of the stem remaining after the tree is cut down.
BLOOM, the flower of a plant.
——, to unfold the flowers.
————ed, ing, y, iness ————

Bush, a branching shrub.
Snag, a sharp branch of a tree in a river.
Juice, the sap of plants or fruit.
——*y* ——
Husk, the rough covering of some grains.
——*y, ness* ——

CELTIC.

Fir, a tree of the pine tribe.
Pink, a small flowering plant sacred to Jove.
Bunch, a cluster of the same kind, as of pinks.
Tuft, a collection of small things, as grass.

FRENCH.

Pumpkin, a running plant that bears large fruit.
Plant, that which shoots; any kind of vegetable.
——, to set out plants.
——*ed, ing, er* ——
Grape, a bunch; a berry of the vine.
—— *-vine*, a climbing plant ——
Peach, a tree and its fruit of the stone kind.
Branch, the arm or shoot of a tree.
——*y* ——
Gourd, a plant, and also its fruit, like the pumpkin.
Lilac, a shrub that bears a sweet flower.
Vegeta*ble*, that which grows; a plant.
Bud, a gem; the young shoot of a plant.
Tulip, a variegated, bulbous, flowering plant.
Eglantine, the sweet-brier.
Rose, ruddy; a well-known plant.
——*y, ate, -fingered* ——
Dandelion, the lion's tooth; a well-known flower.
Sage, a common aromatic herb.
Lemon, the fruit of a tree cultivated here only in hot-houses.
—— *-tree* ——
Onion, a bulbous root used for food.
Parsley, a plant whose leaves are used in cooking.

LATIN.

Herb, a plant with a soft stem which dies every year.
Vine, a woody climbing plant that yields grapes.
——*ry, -yard, tage* ——
Lily, a plant of a bulbous root.
—— *-handed* ——
Kale, a kind of curled cabbage.

GREEK.

Myrrh, a bitter juice obtained from Arabia.
Balsam, an aromatic oily substance obtained from certain plants.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

Scraggy, rough and rugged.
———*ed, ness* ———

FRENCH.

Fad*ed*, withered, deprived of color.
Decayed, deprived of life and beauty.
Luxur*ious*, abounding in growth.
———*ly, ness* ———
Annu*al*, belonging to a year; yearly.
———*ly* ———
Succulent, juicy.
Herb*al*, pertaining to herbs.
Semin*al*, pertaining to, or of the nature of seeds.
Fibr*ous*, consisting of fibres.

LATIN.

Luxuri*ant*, abundant in growth.
———*ly, ce* ———

Veget*able*, belonging to plants.
Vern*al*, pertaining to spring.
Perenni*al*, belonging to that which lasts.
Fragr*ant*, sweet-scented, odorous.
———*ly, ce* ———
Redolent, diffusing a sweet smell.
———*ce, cy* ———
Flor*al*, pertaining to the flower.
Ligne*ous*, of the nature of wood; wooden.
Exuberant, growing richly; fertile.
———*ce, ly* ———
Escu*lent*, that which is eatable.
Foli*ate*, furnished with leaves.
Frag*ile*, easily broken, weak.

GREEK.

Bulbous, containing bulbs, as the onion.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

Sprout, to shoot as the seed of a plant.
———*s, ed, ing* ———
Wilt, to begin to wither.
——*s, ed, ing* ———
Thrive, to prosper; to grow well.
———*s, ed, ing* ———

CELTIC.

Wither, to cause to fade; to become dry.
———*s, ed, ing* ———

FRENCH.

Branch, to shoot forth branches.
———*s, ed, ing, less* ———
Bud, to put forth shoots.
——*s, ed, ing* ———
Flower, to put forth flowers.
———*s, ed, ing, less* ———
Fade, to lose color, to wither.
——*s, ed, ing* ———
Ramify, to make or to shoot into branches.
———*s, ed, ing* ———

*Dec*AY, to pass to destruction.
———*s, ed, ing* ———

LATIN.

GERMIN*ate*, to bud, to vegetate.
———*s, ed, ing* ———
VEGET*ate*, to grow, as a plant.
———*s, ed, ing* ———
FLOURISH, to increase or grow luxuriantly.
LUXUR*iate*, to grow with great exuberance.
———*s, ed, ing* ———

FIFTY-SECOND STUDY.

ANIMALS.

ANIMALS are organized beings, having life, sensation and perception. They exist in vast multitudes in all parts of the earth—on land, in water, and in air.

We commonly speak of them as fishes, reptiles, insects, birds, and animals proper.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

KID, a young goat.
Are kids playful?
——*ling* ———
CUR, the young of beasts.
PUSS, the fondling name of a cat.
PIG, a young hog.
TALLOW, the fat of animals.
PIP, a disease of chickens.
BASS, the name of a species of fish like the perch.
RABBIT, an animal with long ears and hind legs.
——— *burrow*, a place ———
RUNT, a dwarfish animal.
DUCK, a fowl that lives in water and plunges.
DOG, a domestic animal.
——, to follow as a dog.
——*ed, ing, edly* ———
EIDER, a sea duck having fine down.
SNIPE, a bird with long slender bill.
VAMPIRE, the name of a bat.
GULL, a sea bird with long wings.
——, to cheat.
——*ed, ing, et* ———
DOWN, the fine soft feathers.
SLUG, a kind of naked snail.
MANE, the hair on the neck of an animal.
WING, the limb of a bird by which it flies.
GILL, a gland or organ by which fishes breathe.
LAIR, the couch of a wild beast.

Whelp, the young of the dog race.
Shrimp, an animal like a lobster.
Scallop, a small shell-fish.
Flounder, a flat fish.
Beak, the point or bill of a bird.
Craw, the crop of a bird.

CELTIC.

Hog, what pushes; swine or large pig.
Bug, small; the name of multitudes of insects.
——*y, iness* ——
Cat, an animal that lives on flesh, and is of the tiger tribe.
Hobby, a kind of falcon.
Suet, hard fat.
Trail, the track of an animal.
Snout, the nose of a hog.
Paw, the claw or foot of a beast of prey.

FRENCH.

Pearl, clear; a white round body found in the shell of a pearl oyster.
—— *-diver, -oyster, y* ——
Carp, a perch-like fish, fine for ponds.
Sturgeon, one that turns up the mud; a large cartilaginous fish.
Jay, a bird of the crow family.
Minnow, the name of some very small kinds of fish.
Parrot, a remarkable climbing bird.
Falcon, a hawk trained to hunting.
——*er, ry* ——
Martin, the wall-swallow.
Ostrich, the strutter; a large and remarkable bird.
Pigeon, a bird of the fowl tribe.
Chamois, a goat-like animal.
Fawn, a young deer.
Palfrey, a horse used for state.
Beef, an animal of the ox tribe; also the flesh.
Antl*er*, the branch of the deer's horn.

LATIN.

Camel, a large quadruped used for carrying burdens in Asia and Africa.
Panther, a flesh-eating animal of the cat species, and the size of a dog.
Dolphin, a whale-like animal, ten feet in length.
Lynx, an animal like the common cat, having strong sight.
Asp, a small poisonous serpent, whose bite produces death without pain.
Coral, a secretion of plant-like animals.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

Shy, avoiding approach.
Is a rabbit shy?
——*er, est* ——
Sportive, tending or given to play.
——*ly, ness* ——
Huge, swollen; large.
——*er, est* ——

CELTIC.

Shrill, sharp and piercing.
——*er, est* ——

FRENCH.

MEAGRE, thin and lean.
———*ly, ness* ———
ROAN, a bay or sorrel color.
TIMID, fearful; wanting courage.
——*ly* ———
FIERCE, savage and cruel.
———*er, est. ly, ness* ———
POISONOUS, having the nature of poison; impairing or destroying life.
SAVAGE, partaking of the forest; wild.

LATIN.

DOMESTIC, pertaining to the house.
CARNIVOROUS, feeding on flesh.
GRAMINIVOROUS, feeding on grass.
RAPACIOUS, given to plunder.
———*ly, ness* ———
VORACIOUS, greedy in eating; ravenous.

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

CROUCH, to stoop low.
Does the dog crouch?
TWITTER, to make quick trembling sounds, as the swallow.
———*ed, ing* ———
CRAWL, to move by drawing the body along.
———*ed, ing* ———
SKULK, to lie in secret.
———*ed, ing, er* ———
GRUNT, to murmur like a hog.
———*s, ed, ing* ———
HUM, to make a sound like bees.
——*ed, ing* ———
SNAP, to bite suddenly; break short.
——*ed, ing* ———
SKIP, to move with light leaps.
——*ed, ing, er* ———
SWIG, to drink with large draughts.
——*ed, ing* ———
DUCK, to dip under water.
———*s, ed, ing* ———
WARBLE, to shake the notes of song.
———*s, ed, ing* ———
JUMP, to bound by leaps.
——*s, ed, ing* ———
SCAMPER, to run with irregular speed.
———*ed, ing* ———
START, to move suddenly from fright.
——*ed, ing* ———
HOWL, to cry like a dog mourning.
——*ed, ing* ———
FLAP, to move the wings.
——*ed, ing, er* ———
QUACK, to cry like a duck.
FLOUNDER, to toss as a horse in the mire.
———*s, ed, ing* ———
RAVEN, to rage; to devour eagerly.
———*s, ed, ing, ous* ———
CHIRP, to make the noise of small birds.
———*s, ed, ing* ———
CRAUNCH, to crush in the mouth.
———*es, ed, ing* ———
FRISK, to skip as young animals.
———*s, ed, ing* ———
PRANCE, to spring or bound as a spirited horse.
———*s, ed, ing* ———

MOULT, to shed the feathers.
———*ed, ing* ———
SQUALL, to scream out as a child.
———*s, ed, ing* ———

CELTIC.

LURK, to loiter in wait.
——*ed, ing* ———
KICK, to strike with the foot.
——*ed, ing, er* ———
HOVER, to hang suspended over, as a bird.
———*ed, ing* ———
COWER, to bend down through fear.
———*ed, ing* ———
PAW, to draw the fore foot along the ground.
——*ed, ing*———
TOSS, to throw up.
——*ed, ing* ———
HOOT, to cry as an owl.
——*ed, ing* ———

FRENCH.

PUSH, to move with pressure.
——*ed, ing* ———
PANT, to heave the heart quickly.
——*s, ed, ing* ———
TROT, to step quickly.
——*s, ed, ing* ———
SOAR, to rise aloft, as the eagle.
——*s, ed, ing* ———
BOUND, to leap along.
———*s, ed, ing* ———

GREEK.

GROWL, to snarl angrily, as a dog.
———*s, ed, ing* ———

CHAPTER XIV.

NECESSARY THINGS.

WE have passed over the chief objects that attract attention in art and nature. There are others lying back of these which remain to be brought to view. These are *form*, *quantity, place, time, power* and *motion*. Without these, we could form no notion of the others. They are necessary things—necessary to the existence and knowledge of all other things.

FIFTY-THIRD STUDY.

EXERCISE I.

NAMES OF THINGS.

FRENCH.

QUANT*ity*, the quality expressed by so much.

SPACE, unoccupied place; boundless place.
———*ious* ———

PLACE, where any thing is.
POWER, that on which an event depends.
———*ful, less, fully* ———
Succession, a following or order of things.
CAUSE, that which urges; that which produces an effect.

LATIN.

FORM, the outline or shape of any thing.
MOT*ion*, active power; change of place.
———*less* ———
EXTENT, the measure of a thing.
DURAT*ion*, continuance in time.
EXTERN*ality*, the quality of being without us.
INTERN*ality*, the quality of being within us.
PRIMARY, the first in order of time or rank.
NECESSARY, something indispensable; the absolute.
NECESSITY, that which must and cannot be otherwise.
*Ef*FECT, that which is made; an event or work.
*EX*ISTENCE, state of being.

FIFTY-FOURTH STUDY.

FORM.

FORM is the outline or shape of things. It appears in great variety; but in all cases, can be reduced to a triangle. Form is of much importance. It is a source of pleasure.

EXERCISE I.

NAMES OF THINGS.

CELTIC.

SQUARE, a figure having four equal sides and one of its angles a right angle.
EDGE, what is sharpened; border.

FRENCH.

POINT, the end of any thing; also position.
*Sur*FACE, upon the face; the distance between lines.
FIGURE, the outline form; inclosed space.
ANGLE, the space between two lines meeting in a point.
———*ular, ularly* ———
Tri———, a figure ———
Right ———, an angle including the fourth of a circle.
*Cir*CLE, a figure, every part of whose outline is equally distant from the centre.
BOUND, a limit.

MARGIN, border or edge.
———*al* ———
*Con*TOUR, the outline.
*Re*LIEF, the lifting up of a figure; prominence.
TANGENT, a right line touching but not crosssing a curve.
———*ial* ———

LATIN.

FORM, the outline of any thing.
——*er, al, ation* ———
LINE, distance between two points.
——*ar, al, ally* ———
SOLID, heavy; distance between surfaces.
*Rect*ANGLE, a four-sided figure whose opposite sides are equal and angles right angles.

GLOBE, a round solid body, every part of whose surface is equally distant from the centre.
———*ular, ate, ule* ———
CURVE, bent between two points.
———LINE*ar*, pertaining to ———
LIMIT, the utmost extent.
———*less* ———
BORDER, the edge of any thing.
*Con*FINE, the limit, or extreme border.

GREEK.

CUBE, a solid figure having six equal square sides.
——*ic, ical* ———
SPHERE, a round solid body, as a globe.
———*ical, ically* ———

EXERCISE II.

NAMES OF QUALITIES.

CELTIC.

SQUARE, even, having four equal sides and four right angles.

FRENCH.

*Super*FICI*al*, belonging to the surface.
———*ly* ———
FIGUR*ed*, adorned with figures.
CIRCU*lar*, pertaining to a circle.
SPIR*al*, winding round a cylinder.

LATIN.

SOLID, hard and firm.
PLANE, level, even of surface.
RECTILINE*ar*, pertaining to a straight line.
STRAIGHT, direct between two points.
CURV*ed*, bent between two points.
*Per*PEND*icular*, belonging to that which hangs down, as a plumb line; up and down.
———*ly* ———
OBLIQUE, inclined from a straight line.
———*ly, ty* ———
*Trans*VERSE, lying across.
*Con*VEX, rounding like a ball.
*Con*CAVE, hollowed.
SERPENT*ine*, winding like a serpent.
LINE*al*, pertaining to lines.
FORM*ative*, having power to give form.
*Di*RECT*ion*, the course of a body moving in a straight line.

*Di*VERGENT, inclining outward.
*Con*VERGENT, inclining inward.

GREEK.

*Paral*LEL, side by side; equally distant at every point.

HORIZONT*al*, pertaining to the horizon; parallel with it.
————*ly* ————

EXERCISE III

NAMES OF ACTIONS.

FRENCH.

*Com*PASS, to stretch round; to environ.
————*s, ed, ing* ————
En————, *s, ed, ing* ————
BOUND, to limit; to mark the outline.
————*s, ed, ing* ————
TERMIN*ate*, to make an end.
————*s, ed, ing* ————
BORDER, to confine with an edge.
————*s, ed, ing* ————
*Sur*ROUND, to inclose, encompass.
*En*VIRON, to encompass.
LIMIT, to bound.
————*s, ed, ing* ————
FIGURE, to mould into a figure.
————*s, ed, ing* ————
*Cir*CLE, to go round; to inclose.
————*s, ed, ing* ————
En————, to close within.
————*s, ed, ing* ————

LATIN.

FORM, to give shape to any thing.
————*s, ed, ing, er* ————
Re————, *s, ed, ing, er* ————
Mis————, *s, ed, ing* ————
In————, *s, ed, ing* ————
LINE, to draw, or bound with lines.
————*s, ed, ing* ————
Under————, *s, ed, ing* ————
SOLIDIFY, to make solid, as water into ice.
————*es, ed, ing* ————
CURVE, to bend into a curve.
————*s, ed, ing* ————
*Con*FINE, to inclose or bound.
————*s, ed, ing* ————

GREEK.

SPHERE, to form into roundness.
————*s, ed, ing* ————
CUBE, to form into a cube; to raise a number to the third power.
————*s, ed, ing* ————

FIFTY-FIFTH STUDY.

QUANTITY.

QUANTITY is any thing that can be measured. It is the answer to the question, How much? It comes up con-

stantly before the mind, and should be applied to all subjects. Quantity is the object of arithmetic and geometry.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

MUCH, a heap; great in quantity.
DOLLAR, a silver or gold coin worth one hundred cents.

CELTIC.

BULK, size of any thing; a part of a building jutting out.
——*y, iness, -head* ——
SCORE, a notch; a mark to count with; twenty.
LEAGUE, a distance of three miles.

FRENCH.

CIPHER, a mark in arithmetic denoting the absence of quantity.
TALLY, a piece of wood on which notches stand for numbers.
DOZEN, twelve in number.
QUANT*ity*, so much; any thing that can be measured.
DIME, a silver coin, the tenth part of a dollar.
CENT, a copper coin, the one hundredth part of a dollar.
TIERCE, a third; a cask that is the third of a pipe.

LATIN.

MAGNI*tude*, extent or size.
SIZE, bulk or extent.
Extension, the act of extending; the dimensions of a thing.
Dimension, the extent of a body; length, breadth and thickness.
QUARTER, the fourth part.
OUNCE, a weight of different value.
POUND, weight; a weight of twelve or sixteen ounces.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

MUCH, a heap; great in quantity.
ODD, not even; not divisible into equal parts.

FRENCH.

COPIOUS, in great quantity or plenty.
——*ly, ness* ——
*En*TIRE, having all its parts.
*Com*POSITE, made up of parts; divisible by a number greater than one.

LATIN.

SEPARA*ble*, that may be removed from the rest.
In——

SEPARATE, divided from the rest.
*Im*MENSE, unbounded; great.
FRACTIONAL, belonging to fractions, or parts of numbers.
DECIMAL, belonging to the tenth; numbered by ten.
PRIME, of value; a number divisible only by one.
CARDINAL, chief, primary, as one.
ORDINAL, belonging to order; denoting order, as first.

EXERCISE III.

NAMES OF ACTIONS.

CELTIC.

SCORE, to notch to count with; to mark for chipping.
———*s, ed, ing* ———

FRENCH.

TALLY, to number by notches; to agree.
———*s, ed, ing* ———
MEASURE, to stretch; to find the quantity of a thing.
———*s, ed, ing* ———
COUNT, to number by telling; to sum up.
———*s, ed, ing* ———
CALCULATE, to reckon with pebbles; to count.
———*s, ed, ing* ———

LATIN.

*Ex*TEND, to stretch out.
———*s, ed, ing* ———
*Com*PUTE, to cast together; to sum up; to value.
*De*MONSTRATE, to show; to prove be yond doubt.
———*s, ed, ing* ———
SOLVE, to loose; to clear up difficult questions.
———*s, ed, ing* ———
QUARTER, to divide into four parts.
———*s, ed, ing* ———
ABOUND, to have in abundance.
———*s, ed, ing* ———
*Se*PARATE, to divide from the rest.
———*s, ed, ing* ———

FIFTY-SIXTH STUDY.

PLACE.

PLACE is where any thing is. It comes up to view whenever we think of any object, and requires to be carefully observed. The knowledge of place is important. Geography is mainly occupied with places on the earth's surface.

EXERCISE I.

NAMES OF THINGS.

GOTHIC.

*Un*DER, on the nether side; beneath something else.
*Be*LOW, by the low in place; under or low down.
AFTER, behind in place.
HERE, in this place.
ON, in contact with the upper surface; upon.
SPOT, a small place, or extent.
LOFTI*ness*, state of being high.

FRENCH.

PLACE, where any thing is.
*Dis*TANCE, space between two places.
SITU*ation*, location in place.
*Pres*ENT, near at hand; hard by.

LATIN.

Loc*ation*, the act of placing; a particular situation.
POSITION, a location; a relative place.
SITE, the local position of a place.
*E*LEVA*tion*, the act of raising; a high position.
ALTI*tude*, the state of being high.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

ASKANT, across or oblique in place.

FRENCH.

Distant, remote in place; far between.
*Re*TIRED, secluded in place.
*Se*CRET, separated; hid.
*Se*QUESTER*ed*, secluded.
SACRED, holy or venerable.

LATIN.

Loc*al*, belonging to what is laid; belonging to place.
———*ly, ity* ———
*Re*MOTE, distant in place.
———*ly, ness* ———
*Se*CLUD*ed*, shut off in place; secret.
PRIVATE, stripped of company; separate.
PUBL*ic*, open to all.
———*ly, ity* ———

EXERCISE III.

NAMES OF ACTIONS.

GOTHIC.

PUT, to set or plant.
——*s, ing* ———

FRENCH.

PLACE, to settle in some place.
———*s, ed, ing* ———

SITUATE, to place in sight, or a certain place.
———*s, ed, ing* ———
*Se*CRETE, to hide away in some place.
———*s, ed, ing* ———
*Re*TIRE, to conceal away from others.
———*s, ed, ing* ———
*Se*QUESTER, to separate; to put aside.
———*s, ed, ing* ———
BOUND, to confine; to set limits.
———*s, ed, ing* ———

LATIN.

LOCATE, to lay in some place; to settle.
———*s, ed, ing* ———
*Se*CLUDE, to shut off from others.
———*s, ed, ing* ———
*Con*CEAL, to keep close from observation; hide.
———*s, ed, ing* ———
*E*LEVATE, to raise up in place.
———*s, ed, ing* ———

FIFTY-SEVENTH STUDY.

TIME.

TIME is the place of events, and measures their duration. We naturally think of it, when any thing happens. It is of great value. To improve it, is a good sign of wisdom.

EXERCISE I.

NAMES OF DIVISIONS.

GOTHIC.

AFTER, behind in time; later.
SINCE, that is passed; after a certain time mentioned.
HEREAFTER, behind the present time; later than now.
THEN, at a certain time mentioned.

FRENCH.

*En*CORE, once more.
SECOND, the sixtieth part of a minute.
——— *hand*, the pointer of a watch.
PAST, beyond in time; before now.
*Con*TINU*ance*, the state of proceeding constantly.
*Pre*SENT, now, at this time.
SEASON, one of the quarters of the year.
———*able* ———
*Inter*VAL, space of time between events.
SESSION, the time during the sitting of any body of men.

LATIN.

HOUR, season, and then twenty-fourth part of a day.
———*ly* ———
MINUTE, small; the sixtieth part of an hour.
——— *hand*, the pointer of a watch.

CENTUR*y*, a period of one hundred years.
ERA, a point of time from which nations reckon.
FUTURE, that is to be; after now.
———*ity* ———
CALENDAR, a register of time.
DATE, the time of an event.
DURATION, continuance in time.
*Inter*MISSI*on*, ceasing between; intervening time.
MOMENT, the smallest division of time.
*In*STANT, a point of time.
———*ly* ———
INTERIM, time between two events.

GREEK.

EPOCH, a stop; a fixed point in time; also the space between eras.
*Peri*OD, round about; then a portion of time.
———*ical, ically* ———
TERM, the time which any thing lasts; the limits of a thing's duration.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

FLEET*ing*, passing away.
———*ly* ———

FRENCH.

BRIEF, of short duration.
———*ly* ———
*Con*TINU*al*, proceeding without ceasing.
———*ly* ———
*Per*PETU*al*, lasting through time.
———*ly* ———
GRADU*al*, pertaining to steps; advancing slowly.

LATIN.

PRIOR, first in the order of time.
*Ante*RIOR, before in time.
*Ante*CEDENT, going before in time.
*Tran*SIENT, passing away; lasting a short time.
*Trans*ITORY, abiding a short time.
———*ness*———
MOMENTARY, lasting an instant.
*Instan*TANEOUS, done in a moment.
ANNU*al*, yearly.
*Bi*ENNIAL, lasting two years.
*Per*ENNIAL, lasting from year to year.
*In*ITIAL, relating to the beginning.
PUNCTU*al*, pertaining to a point; at the point of time.
*Sub*SEQUENT, following after in time.
———*ly* ———
DIURN*al*, relating to the day, daily.
NOCTURN*al*, relating to the night.
TEMPOR*al*, relating to time.

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

*Con*TINUE, to proceed on in time.
———*s, ed, ing* ———
*Per*PETUATE, to continue from time to time.
———*s, ed, ing* ———

*En*DURE, to last long; to continue.
———*s, ed, ing* ———
CHRONICLE, to register facts in the order of time.
———*s, ed, ing* ———
Succeed, to follow after in time.
———*s, ed, ing*———

LATIN.

DATE, to mark the time of any thing.
———*s, ed, ing* ———
Ante——, *s, ed, ing* ———
POSTPONE, to put off; to delay till a future time.

FIFTY-EIGHTH STUDY.

COLOR.

COLOR is closely connected with light and all that is pleasant in knowledge. It is a sensation produced by light, and one of the most agreeable with which we are acquainted. COLOR is the material of the beautiful art called painting.

EXERCISE I.

NAMES OF COLORS.

CELTIC.

PINK, a light cheerful red.

FRENCH.

CARMINE, a crimson color made from the cochineal insect.
VIOLET, a compound color, composed of blue and red.
ORANGE, a compound color, composed of red and yellow.
SCARLET, a rich bright red.
CRIMSON, a deep red tinged with blue.
PURPLE, a rich deep color, composed of red and blue.
TINT, the tinge of a color.
SOMBRE, a shade; dusky.
GRIZZLE, a gray color.
———*y* ———
BIST*er*, a dark brown paint.
TONE, the harmony of light and shade in painting.

LATIN.

COLOR, a property of light.
———*less* ———
INDIGO, a kind of blue prepared from the indigo plant.
ULTRA-MARINE, a mineral color formed from the lapis lazuli; it is a beautiful sky-blue.
TINGE, a slight color or dye.

EXERCISE II.

NAMES OF QUALITIES.

GOTHIC.

WARM, of a moderate degree of heat; affecting with heat, as yellow or red colors.

COOL, moderately cold; affecting with cold, as a blue color and its compounds.

CELTIC.

DULL, heavy, not bright.
——*er, est, y* ———

CLEAR, open, bright.
———*er, est, ly, ness* ———

FRENCH.

RROSE*ate*, of a rose color.

PEARLY, resembling pearl; clear.

BRILLIANT, shining, bright.
————*ly, ce* ———

DELICATE, soft to the eye.

LATIN.

*Per*MANE*nt*, lasting, enduring.

VIVID, strongly bright.
———*ly, ness* ———

CLOUDY, obscure, gloomy.

OBSCURE, dark, indistinct.
————*ly, ness, ity* ———

*Dis*TINCT, separate, clear.

In————, not ———

EXERCISE III.

NAMES OF ACTIONS.

CELTIC.

STAIN, to color with some substance.
——*s, ed, ing* ———

FRENCH.

TINT, to give a slight color.
——*s, ed, ing* ———

CRIMSON, to dye with a deep red color.
————*s, ed, ing* ———

PURPLE, to make of a bluish red color.
———*s, ed, ing* ———

PAINT, to cover with colors.
———*s, ed, ing* ———

LATIN.

TINGE, to give a slight dye.
———*s, ed, ing* ———

COLOR, to paint, dye or stain.
———*s, ed, ing* ———

Dis———, *s, ed, ing* ———

CLOUD, to obscure, make gloomy.
———*s, ed, ing* ———

OBSCURE, to darken; to render dark with shades.
————*s, ed, ing* ———

FIFTY-NINTH STUDY.

MOTION.

MOTION is change of place, or power in action. As such, it claims a careful notice. Without it, no knowledge could ever bless the soul.

EXERCISE I.

NAMES OF MOTIONS.

FRENCH.

BOIL*ing*, motion of a fluid by the swelling of its particles by heat.
LEAVEN*ing*, making light by fermentation.
RATE, the degree of motion.

LATIN.

FERMENT*ation*, the internal motion of particles changing their nature by heat.
AGIT*ation*, the act of shaking irregularly.
MOTION, a change of place; active power.
——*less* ———
Com———
*A*SCENT, the going up.
*E*GRESS, a going out.
*In*GRESS, a going in.
*Di*GRESS*ion*, the act of going from some rule or standard.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

*Re*TARD*ed*, kept back, delayed.
*De*LAY*ed*, hindered for a time.
LEAVEN*ed*, made with leaven or yeast.
Un————, not ———

LATIN.

VARI*able*, that may or does change; changeable.
UNIFORM, of one form; the same rate or speed.
———*ly, ity* ———
*A*CCELERAT*ed*, hastened around; quickened.
AGIT*ated*, shook irregularly.
FERMENT*ed*, changed in nature by an internal motion of the particles.
CIRCULAR, pertaining to a circle.

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

Boil, to bubble up; to move.
——*s, ed, ing, er* ———
Leaven, to ferment or lighten with yeast.
———*s, ed, ing* ———
*Re*tard, to delay; to hinder motion.
———*s, ed, ing* ———
*De*compose, to separate the elements of a body.
————*s, ed, ing* ———
*Cir*culate, to move round.
————*s, ed, ing* ———

LATIN.

Ferment, to boil; to excite internal motion by heat.
———*s, ed, ing* ———
Agitate, to shake irregularly.
———*s, ed, ing, or* ———

Move, to change place.
———*s, ed, ing* ———
———*able, ableness* ———
Un———*able* ———
Im———*able, ably* ———
Accelerate, to hasten to; to cause to move faster.
————*s, ed, ing* ———
*Des*cend, to come down.
————*s, ed, ing* ———
*As*cend, to go up.
———*s, ed, ing* ———
Re———, *s, ed, ing* ———
*Di*gress, to depart from some rule.
————*s, ed, ing* ———
*Re*bound, to bound or spring back.
————*s, ed, ing* ———
*Dis*turb, to trouble.
———*s, ed, ing* ———
*Per*turb, to agitate fully.
————*s, ed, ing* ———

SIXTIETH STUDY.

SPIRITUAL BEINGS.

Man is not the only intelligent being in the universe. The Bible reveals the existence of good and bad angels.

EXERCISE I.

NAMES OF SPIRITUAL BEINGS.

GOTHIC.

Devil, one who slanders; a wicked spirit.
Is the devil the leader of fallen angels?
——*ish, ishness* ———

FIEND, a hater of good; the devil.
——*s, ish, ishness* ——

ANGEL, a messenger; a good spirit.
——*s, ic, ical* ——

GREEK.

DEMON, an evil or dark spirit.
——*s, iac, iacal* ——

HEBREW.

SERAPH, an angel of the highest order.
CHERUB, an angel of the second rank.

SIXTY-FIRST STUDY.

IMAGINARY BEINGS.

MAN has peopled every spot of the earth with imaginary creatures. He has made them after his own fancies, and given them homes in the air, the water, and in the solid land. Poets have been active in this strange work.

EXERCISE I.

NAMES OF PERSONS AND THINGS.

GOTHIC.

FAIRY, a small imaginary being with the human form.
—— *queen, -like* ——

CELTIC.

HAG, a witch; an old ugly woman.

FRENCH.

SYLPH, a light imaginary being dwelling in the air.
——*like* ——
GOBLIN, an imaginary frightful phantom.

LATIN.

NYMPH, a goddess of the mountains, valleys, or waters.
——*ic, ean* ——
FURY, a goddess of vengeance.

GREEK.

NAÏ*ad*, that which flows; a water-nymph.
——*es* ——
ORE*ad*, one of the mountains; a mountain nymph.

CHAPTER XV.

GOD.

NATURE conducts to the Creator. God is the end of all study as well as the source of all life. He is known to us

in three ways: by his *works*, by *Providence*, and by the *Bible*.

SIXTY-SECOND STUDY.

GOD.

THE nature, names and titles of God are chiefly made known to us in the Bible. Some of those which are Saxon have been already given.

EXERCISE I.

NAMES OF GOD.

LATIN.

TRINITY, three in one: three persons in one God.

Is the Trinity made known in the Bible?

CREAT*or*, the Being who creates; God.

PRESERVER, the Being who keeps all things safe.

*Re*DEEM*er*, one who ransoms; Jesus Christ.

SIXTY-THIRD STUDY.

THE ATTRIBUTES OF GOD.

THE attributes of God are wonderful, and form the best part of human knowledge. Their names are like so many lights to the soul.

EXERCISE I.

NAMES OF ATTRIBUTES.

FRENCH.

MERCY, that benevolence which leads God to pardon sin for the sake of Christ.

——*ful, fully, fulness* ——

GRACE, free benevolence; favor to sinners.

JUST*ice*, that attribute by which God does right, requires right, and maintains right.

LATIN.

ETERNI*ty*, endless existence.

*In*FINITY, not bounded; beyond measure.

OMNISCIence, the attribute by which God knows all things.
OMNIPRESENCE, the attribute by which God is in every place.
OMNIPOTence, the attribute by which God can do all things that He pleases.
*Pres*cience, foreknowledge; that attribute by which God sees the end from the beginning.
*In*TELLIGENCE, the attribute by which God knows all things.
CLEMENcy, mildness; disposition to forgive.
UNITY, oneness.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

*Un*CHANGE*able*, not given to change, or without power to change.
————*ness* ———
JUST, according to right; the standard of right.
——*ly* ———
GRACIOUS, favor or good-will seen in gifts.
————*ly, ness* ———
ETERN*al*, without beginning or end of existence.
*In*SCRUT*able*, that may not be understood.

LATIN.

*Supr*EME, highest in authority.
————*acy* ———
CREAT*ive*, having the power to create.
OMNISCI*ent*, all-knowing.
OMNIPRES*ent*, every where present.
OMNIPOT*ent*, all-powerful.
*Im*MORTAL, not mortal; not disposed to death or change.
————*ity* ———
*In*VISIBLE, not visible; unseen by the senses.
————*y, ity* ———
*In*TELLIG*ent*, possessing the power of knowledge.
*In*FINITE, without limits; unbounded.
————*y, ude*———
*Per*FECT, complete and full in all that is good.
UNIVERS*al*, belonging to the whole.
*Im*MUT*able*, not subject to change.
TRIUNE, the three in one.
*Im*MACUL*ate*, spotless, pure.

SIXTY-FOURTH STUDY.

RELATIONS OF GOD TO MAN.

RELATIONS form the links of life and all that is desirable in it. The relations of God to man are interesting beyond all expression. Life and death are ever suspended upon

them. If we know them and revere them, it will be well with us.

EXERCISE I.

NAMES OF GOD'S RELATIONS TO US.

FRENCH.

MEDIATOR, one who comes between, to reconcile; the reconciler of God and man.

———*ship, ial* ———

SAVIOUR, one who delivers; Jesus Christ.

JUDGE, one who compares and determines.

GOVERNOR, the Ruler of all things; the King of angels and men.

Redeemer, one who buys back; the Saviour of sinners.

JESUS, he who saves and makes happy.

Propitiation, the act of appeasing; reconciliation.

Intercessor, one who pleads for another.

LATIN.

CREATOR, the Maker of man and all things.

GREEK.

CHRIST, the anointed one; Jesus, as Saviour of sinners.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

MEDIATORIAL, belonging to a mediator.

MERCIful, full of compassion for sinners.

———*ly, ness* ———

GRACIOUS, abounding in favor for the guilty.

———*ly, ness* ———

BENIGNant, kind and good.

———*ly* ———

Propitious, appeased and inclined to mercy.

———*ly* ———

Propitiatory, having power to appease and satisfy.

Intercessory, of the nature of intercession.

LATIN.

VICARIOUS, acting for another.

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

JUSTIFY, to make or prove to be just.

——*s, ed, ing* ———

Reconcile, to call back into union; to make friends.

———*s, ed, ing* ———

SANCTIFY, to make holy.
———s, ed, ing ———
JUDGE, to hear and determine.
———s, ed, ing ———
REVEAL, to disclose or make known.
———s, ed, ing———
PUNISH, to afflict for crime.
———es, ed, ing ———
MEDIATE, to reconcile in any way.
———s, ed, ing ———
SAVE, to rescue from danger.
———s, ed, ing———
ANOINT, to pour oil upon; to set apart for a sacred purpose.
———s, ed, ing ———

LATIN.

CREATE, to make or form, as the world.
———s, ed, ing ———
GOVERN, to rule affairs, as those of the world.
———s, ed, ing ———
REDEEM, to purchase from slavery or sin.
———s, ed, ing ———
ATONE, to make one; unite in friendship.
———s, ed, ing ———
PROPITIATE, to turn towards; to appease and reconcile.
———s, ed, ing ———
INTERCEDE, to go between; to plead for the offending.
———s, ed, ing ———
VIVIFY, to make alive; endow with life.
———s, ed, ing ———
REQUITE, to repay good or evil; recompense.
———s, ed, ing ———
CONDEMN, to damn, or pronounce wrong.
———s, ed, ing ———

SIXTY-FIFTH STUDY.

THE ABODE OF GOD.

HEAVEN is the common name by which the abode of God is known among men. The place is glorious, the state is kingly.

SIXTY-SIXTH STUDY.

LAST THINGS.

THE last things of life have an importance for man above all others. Such are death, the resurrection of the body, the judgment and eternity. In these we have the last of earth, and the first of the unseen world.

EXERCISE I.

NAMES OF LAST THINGS.

CELTIC.

TRUMP, a wind instrument.

FRENCH.

COFFIN, a basket; a chest for the dead body.

———*less* ———

HEARSE, a crosswork; a carriage for the dead.

TOMB, a heap; a grave in which the dead body of a human being is laid.

——*s, less, stone* ———

*Inter*ment, the act of burying the dead.

SEPULCHRE, a grave or tomb.

SEPULTURE, interment.

JUDG*ment*, a sentence passed by a judge; the doom of man.

———*-day*, the day ———

———*-seat*, the seat ———

*Re*SURREC*tion*, a rising again; the raising of dead bodies to life at the last day.

*De*PART*ure*, a going away.

LATIN.

PALL, a cloak; a mantle thrown over dead bodies.

——*-bearer* ———

MAUSOLEUM, a magnificent tomb.

THRONE, a seat; a royal seat.

ETERN*ity*, endless duration; time after death.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

ETERN*al*, belonging to what continues; enduring.

———*ly* ———

FIN*al*, belonging to the end; last.

GLORI*ous*, full of splendor.

———*ly, ness* ———

LATIN.

SEPULCHR*al*, belonging to a tomb or grave.

TERR*ible*, that may excite terror; dreadful.

THRON*ed*, placed on a throne.

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

TOMB, to bury the dead.

——*s, ed, ing* ———

En——, to put in ———

Inter, to put into the earth.

———*s, ed, ing* ———

JUDGE, to compare facts and decide; to pass sentence.

———*s, ed, ing* ———

Approve, to prove to be true; to like and accept.
———*s, ed, ing* ———
Banish, to put under a ban; to condemn to exile.
———*es, ed, ing, ment* ———
*De*part, to separate; to banish from good.
———*s, ed, ing* ———

Enter, to go within; to pass into a place, as heaven.
———*s, ed, ing* ———

LATIN.

*Con*demn, to disapprove; to utter sentence of punishment.
———*s, ed, ing* ———

CHAPTER XVI.

KNOWLEDGE.

Man is born to knowledge as an inheritance, and soon begins to prepare to enter upon its possession. The mind is ever inquiring, or making excursions in search of the unknown. Materials are collected, and after years of toil, they are reduced to certain forms. Arts and sciences are classified. They are systematic forms of knowledge.

1. The knowledge of language.
2. The knowledge of form and quantity.
3. The knowledge of human pursuits.
4. The knowledge of nature.
5. The knowledge of time—history and chronology.
6. The knowledge of events—philosophy.
7. The knowledge of taste and imagination.
8. The knowledge of man.
9. The knowledge of God.

SIXTY-SEVENTH STUDY.

THE KNOWLEDGE OF LANGUAGE.

Language is one of the most wonderful things in the world. It is wisely regarded as a Divine gift, the first

Teacher being God. The one language which was introduced into the world in this way, has undergone many changes, and now presents about THREE THOUSAND varieties. Language is the only true history of man.

EXERCISE I.

NAMES OF THINGS EMBRACED IN LANGUAGE.

FRENCH.

LANG*uage*, the product of the tongue; the system of sounds by which our thoughts are known.

SENTENCE, that which is thought; two or more words by which we say something.

———*tial, tially* ———

LETTER, a sign of a sound.

DICTIO*nary*, the words of a language, arranged according to the alphabet, spelled correctly and defined.

LATIN.

LINGU*ist*, one skilled in languages.

———*ical* ———

LINGU*al*, pertaining to the tongue.

ARTICUL*ation*, the act of joining the organs of speech to form sound.

*Pro*NUNCI*ation*, the act of uttering words so as to give the right sound to each letter in a word.

*Dis*CREP*ancy*, a breaking apart; disagreement.

*Com*POSI*tion*, the arranging of thought in language.

PUNCTU*ation*, the dividing written language into sentences and parts of sentences.

*Inter*ROGA*tion*, a mark which shows when a question is asked.

*Exclama**tion*, a mark that is used to point off words or sentences expressing emotion.

Accent, force of voice on a syllable.

GREEK.

ALPHABET, the name of the letters of a language.

————*ic, ically* ———

COMMA, that which cuts off; a mark that separates parts of a sentence closely connected.

COLON, a member; a mark that separates parts of a sentence that are complete.

*Semi*COLON, half a colon; a mark that separates parts of a sentence that are complete but connected.

*Peri*OD, a circuit; a point that marks the end of a complete sentence.

ORTHOGRAPHY, correct writing; the art of writing words correctly.

ORTHOËPY, correct speaking; the speaking of words correctly.

ETYMOLOGY, the true account of words.

GRAMMAR, a letter; the art of building sentences.

————*ical, ically* ———

Un————*ical, ically* ———

RHETOR*ic*, the art of speaking and writing tastefully.

————*ian, al, ally* ———

LEXICON, a book containing the words of a language arranged according to the alphabet, with the spelling and meaning.
*Perio*D, a complete sentence.
*Para*GRAPH, a part of language relating to a distinct point.
*Syl*LABLE, a word, or so much of one as can be sounded at once.
IDIOM, a way of expression peculiar to a language.
———*atic, atically* ———
*Dia*LECT, a form of language peculiar to a section of country.

EXERCISE II.

NAMES OF QUALITIES OF THINGS INCLUDED IN LANGUAGE.

FRENCH.

FIGURA*tive*, representing something else by resemblance.
———*ly* ———
PROVERBI*al*, pertaining to a proverb.
*Inter*ROGA*tive*, denoting a question.
IMPERA*tive*, expressing a command.

LATIN.

LITER*al*, according to the letter.
———*ly* ———
NOMIN*al*, pertaining to names.
TURGID, swelling out; big with words.
———*ly, ness* ———
*Con*CISE, brief or short.
———*ly, ness* ———
TUMID, swelling in sound.
VAPID, dull, lifeless.
AMBIGUOUS, having two or more meanings.
VOLUMINO*us*, consisting of volume.
EQUIVOCAL, of doubtful meaning.
LEGI*ble*, that may be read.
Il———, that may not ———
*Cog*NATE, born together; allied in utterance.
*Ex*CLAMA*tory*, of the nature of emotion.
*De*CLARA*tive*, expressing an assertion.

EXERCISE III.

NAMES OF ACTIONS APPROPRIATE TO LANGUAGE.

FRENCH.

*Com*POSE, to set in order, as words in a sentence.
———*s, ed, ing* ———
*Dis*POSE, to set or distribute orderly, as words.
———*s, ed, ing* ———
*Trans*POSE, to place across; to change the natural order.
———*s, ed, ing* ———
AMPL*ify*, to make large; to speak copiously.
———*s, ed, ing* ———
SIGN*ify*, to make signs; to make known by words.
———*s, ed, ing* ———

LATIN.

*De*NOTE, to mark from; to signify by visible signs.
———*s, ed, ing* ———

LATINIZE, to give to foreign words Latin terminations.
———*s, ed, ing* ———

*Trans*LATE, to bear across; to render into another language.
————*s, ed, ing* ———

SIXTY-EIGHTH STUDY.

THE KNOWLEDGE OF QUANTITY.

A KNOWLEDGE of form and quantity is very important. The Greeks regarded it as the perfection of wisdom. Pythagoras wrote over his school, "Let no one enter here ignorant of geometry."

EXERCISE I.

NAMES OF THINGS.

FRENCH.

NUMBER, a sign of quantity.
FIGURE, a character or number in arithmetic.
CIPHER, a character like an o, which is the sign of nothing.
STANDARD, that which is fixed, as a rule or measure.

LATIN.

QUANTITY, how much; that which can be measured.
ABACUS, an instrument for counting readily.
UNIT, one.
——*y* ———
DIGIT, a number under ten.
MENSUR*ation*, the act of measuring; the act of finding the magnitude of any thing.
NOTA*tion*, the act of writing quantity in figures.
NUMERA*tion*, the act of reading quantity written in figures.
ADD*ition*, the act of summing up any thing.
*Sub*TRAC*tion*, the act of taking one number from another.
MULTIPLICA*tion*, the act of increasing one number as often as there are units in another.
*Di*VISION, the act of finding how often one number is contained in another.
PLUS, a mark denoting addition.
MINUS, a mark denoting subtraction.

GREEK.

ARITHME*tic*, belonging to numbers; the knowledge of numbers.
————*al, ian* ———
GEOMETR*y*, the measuring of the earth; the knowledge of lines, surfaces and solids.
————*cian, cal* ———

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

COUNT*less*, without being numbered.
NUMER*ic*, belonging to number.
————*al, ally* ————
MEASUR*able*, that may be measured.
Im————, *y, ness* ————

LATIN.

INTEGR*al*, relating to a whole.
NUMER*al*, pertaining to numbers.
*Di*VIS*ible*, that can be divided.
In————
*In*FINITESIMAL, less than any assignable quantity.

EXERCISE III.

NAMES OF ACTIONS.

CELTIC.

POSE, to puzzle with hard questions.
——*s, ed, ing* ————

FRENCH.

COUNT, to number.
————*s, ed, ing* ————
NUMBER, to reckon by numbers.
————*s, ed, ing* ————
MEASURE, to find the value of any thing.
————*s, ed, ing* ————

LATIN.

*In*CREASE, to grow in quantity or size.
————*s, ed, ing* ————
ADD, to increase by connecting one to another.
——*s, ed, ing* ————
AUGMENT, to increase in size or number.
————*s, ed, ing* ————
CALCULATE, to reckon up; to find the value.
————*s, ed, ing* ————
NUMERATE, to point off figures and read them.
————*s, ed, ing* ————
*Di*MINISH, to make less.
————*es, ed, ing* ————
SOLVE, to loosen; to do and prove.
————*s, ed, ing* ————
NOTATE, to mark, or write in numbers.
————*s, ed, ing* ————
MULTIPLY, to fold numbers; to increase one number as often as there are units in another.
————*s, ed, ing* ————
*Sub*TRACT, to draw or take one number from another.
————*s, ed, ing* ————
*Di*VIDE, to find how often one number is contained in another.
————*s, ed, ing* ————

SIXTY-NINTH STUDY.

THE KNOWLEDGE OF HUMAN PURSUITS.

THE knowledge of human pursuits has greatly increased within the last one hundred years. It is now reduced to systems, and appears under distinct arts and sciences. Some of the leading terms may be presented.

EXERCISE I.

NAMES OF WHAT IS EMBRACED IN THE KNOWLEDGE OF HUMAN PURSUITS.

FRENCH.

VOCA*tion*, a calling or pursuit in life.
A———, any calling aside from the pursuit of life.
EMPLOY*ment*, that which engages the mind or hands.
MECHAN*ics*, the science of motion and forces.
CARPENT*ry*, the art of cutting, joining and rearing buildings.
House ————
Ship ————
MASON*ry*, the art of working in stone or brick.
MINING, the operation of digging into the earth for minerals.

LATIN.

OCCUPA*tion*, the chief business of life.
ECONOMY, the management of affairs.
ROTA*tion*, the act of turning; a succession of crops.
EXPERIMENT, a trial; an operation designed for discovery.
MATERIA-MEDICA, a branch of knowledge that treats of the substances used as medicine.
SURGERY, a branch of medical knowledge that treats of healing by manual operations.
NAVIGATION, the art of conducting vessels on the sea.

GREEK.

TAC*tics*, the science of military affairs in battle.
PHILANTHROPY, the love of mankind.
MISANTHROPY, the hatred of mankind.
ARCHITECTURE, the art of constructing houses.
HYDROPATHY, a school of medicine that heals hy the use of water.
HOMEOPATHY, a school of medicine that heals by medicines adapted to produce the same disease.
ALLOPATHY, a school of medicine that cures by exciting another disease.
POLIT*ics*, the science of government.

EXERCISE II.

NAMES OF QUALITIES INCLUDED IN THE KNOWLEDGE OF HUMAN PURSUITS.

FRENCH.

SEDENT*ary*, requiring much sitting.
MECHANIC*al*, pertaining to machines, or mechanics.

LATIN.

Foc*al*, belonging to a point.
PRACTIC*able*, that may be done.
Im———
EXPERIMENTal, belonging to experiment; known by experience.
PRACTIC*al*, belonging to practice.
ECONOMIC*al*, belonging to economy; frugal in management.
SURGIC*al*, pertaining to surgery.

GREEK.

TACT*ic*, pertaining to the art of warfare.
PHILANTHROP*ic*, pertaining to the love of man.
ARCHITECTUR*al*, belonging to the art of house-building.

EXERCISE III.

NAMES OF EXPRESS ACTIONS IN THE KNOWLEDGE OF HUMAN PURSUITS.

FRENCH.

ENGAGE, to embark in any business.
———*s, ed, ing* ———
Re———, *s, ed, ing* ———
Dis———, *s, ed, ing* ———
MANAGE, to conduct any concern.
———*s, ed, ing* ———
CIVILIZE, to raise out of the savage state.
———*s, ed, ing* ———
SAP, to undermine.
——*s, ed, ing* ———

LATIN.

*Con*FIGURE, to dispose in a certain form.
———*s, ed ing* ———
*Di*GEST, to separate apart; to arrange methodically.
———*s, ed, ing* ———

SEVENTIETH STUDY.

THE KNOWLEDGE OF NATURE.

THE knowledge of nature has been increasing for six thousand years. It is now laid up in many distinct branches

of study. Some of the more common terms used in such studies, may be presented, defined and used.

EXERCISE I.

NAMES OF THINGS INCLUDED IN THE KNOWLEDGE OF NATURE.

FRENCH.

Grav*ity*, the tendency of bodies towards each other on the earth and in the heavens.

Chemistry, that branch of knowledge that treats of the elements of all bodies.

Latit*ude*, the distance of a place on the earth, north or south of the equator.

Meridian, mid-day; a great circle passing through the poles.

Zenith, the point over head.

Telescope, an instrument by which we see at a great distance.

LATIN.

Solstice, the time when the sun seems to stand still in his annual course.

Quadrant, the fourth part of a circle; an instrument for taking the height of heavenly bodies.

Attraction, that which draws particles or bodies towards each other.

Zone, a division of the earth in regard to temperature.

Longitude, the distance of a place from another, east or west.

Equator, the circle that incloses the earth at equal distance from the poles.

Map, a representation of a part or whole of the earth.

Chart, a marine map.

GREEK.

Geography, that branch of knowledge that describes the surface of the earth.

Topography, a description of a particular place.

Astronomy, the science of the heavenly bodies.

Geology, that branch of knowledge that treats of the earth's structure.

Mineralogy, the knowlege of minerals.

Botany, the knowledge of plants.

Zoology, the knowledge of animals.

Meteorology, the knowledge of changes in the air.

Microscope, an instrument by which we see very minute objects.

EXERCISE II.

NAMES OF QUALITIES OF THINGS EMBRACED IN THE KNOWLEDGE OF NATURE.

FRENCH.

Chemic*al*, belonging to chemistry.

———*ly* ———

Latitudin*al*, belonging to latitude.

Longitudin*al*, belonging to longitude.

Meridion*al*, belonging to a meridian.

LATIN.

*At*TRAC*tive*, drawing together.
SOLSTITI*al*, belonging to a solstice.
EQUATORI*al*, belonging to the equator.

GREEK.

GEOGRAPHIC*al*, belonging to geography.
TOPOGRAPHIC*al*, belonging to topography.
ASTRONOMIC*al*, belonging to astronomy.
GEOLOGIC*al*, belonging to geology.
MINERALOGIC*al*, belonging to mineralogy.
BOTANIC*al*, pertaining to plants.
ZOOLOGIC*al*, belonging to animals.

EXERCISE III.

NAMES OF ACTIONS INCLUDED IN THE KNOWLEDGE OF NATURE.

FRENCH.

SURVEY, to examine and measure.
———*s, ed, ing* ———
REGISTER, to record facts in a book.
———*s, ed, ing* ———
*Corres*POND, to suit together; to exchange views.
———*s, ed, ing* ———

LATIN.

*Ex*PERIMENT, to find out by trial.
———*s, ed, ing* ———
*Col*LATE, to lay together and compare.
———*s, ed, ing* ———
MAP, to draw a portion or whole of the earth on a plane surface.
———*s, ed, ing* ———
*Ob*SERVE, to see attentively; to notice. and examine.
———*s, ed, ing* ———
*Col*LECT, to gather by observation.
———*s, ed, ing* ———

GREEK.

*An*ALYZE, to loose back; to resolve a body into its elements.
———*s, ed, ing* ———
THEORIZE, to speculate.
———*s, ed, ing* ———

SEVENTY-FIRST STUDY.

KNOWLEDGE OF EVENTS.

HISTORY unfolds a vast field of views to the mind. It extends over the past, and includes as objects, the countless events that have marked the actings of man. The life of the individual, family, society, nation and church, is recalled and seen again in its records.

EXERCISE I.

NAMES OF PERSONS AND THINGS EMBRACED IN THE KNOWLEDGE OF EVENTS.

FRENCH.

MEMOIR, memory; a kind of history that treats of the life of an individual or society.

———*s, ist* ———

CHRONICLE, a register of facts in the order of time.

———*s, er* ———

*Re*GISTER, carried down; a written account of events.

MANNERS, things handled; customs and morals.

COINS, wedges; stamped money.

MEDALS, things beaten; pieces of metal stamped with a device.

JOURNAL, a daily account of events.

RITE, the mode of performing service, especially of religion.

CUSTOMS, frequent use; fixed manners.

LANGUAGE, the product of the tongue; the outward growth and body of thought.

LATIN.

*Re*CORD, called to mind; a regular memoir of facts.

———*s, er* ———

*Trans*ACTIONS, things driven through; the doings of a society.

TRADITION, that which delivers; the delivery of events from one to another, from age to age.

———*ary* ———

INSTITUTION, the act of establishing; something fixed by authority to commemorate or benefit.

TENDENCY, stretching towards; direction towards any thing.

*E*MERG*ency*, a coming out of; a sudden occasion.

MONUMENT, that which reminds; some thing which commemorates, as a statue.

CEREMONY, outward rite.

FACT, that which is done.

GREEK.

HISTORY, learned inquiry; the regular record of events.

———*an, ic, ical, ically* ———

BIOGRAPHY, the history of a life; an individual memoir.

———*er, ical* ———

ARCHIVES, the place of ancient records, or the records themselves.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

FREQUENT, repeated; often happening.

FIN*al*, pertaining to the end; last.

NATUR*al*, pertaining to nature.

Super———, *ly* ———

Un———, *ly* ———

SACRED, holy; devoted to God.

ANCIENT, old; that happened in former times.
MODERN, recent; that happened in recent times.
GENER*al*, belonging to the whole; universal.
PARTICUL*ar*, pertaining to a person, or part of the whole.

LATIN.

FABULOUS, of the nature of fable; fictitious.
———*ly* ———
FICTITIOUS, feigned, imaginary.
———*ly* ———
PORTENTOUS, foreshowing ill.
———*ly* ———
OMINOUS, foreboding evil.
———*ly, ness* ———
FORTUIT*ous*, happening as if by chance.
———*ly* ———
MOMENT*ous*, moving, or of great moment.
*Con*COMITANT, accompanying.
*Coin*CIDENT, agreeing with.
———*ce* ———
*Con*TINGENT, depending on something else.
CASU*al*, accidental; not certain.
———*ly* ———
ORDIN*ary*, according to law.
Extra———
DIRE*ful*, terrible.
FLAGRANT, glaring; enormously wicked.
———*ly* ———
*Trans*IENT, passing away.
AUSPICI*ous*, favorable in appearance.
———*ly* ———
FELICI*tous*, happy, prosperous.
*Trans*ITO*ry*, continuing for a short time.
*Ini*TIATO*ry*, introductory.
MUTUAL, acting by turns.
———*ly* ———
USU*al*, pertaining to use; common.
*Pro*FANE, apart from the temple; irreverent; secular.
POLITIC*al*, pertaining to the city or state.

GREEK.

*Ecclesi*AS*tical*, pertaining to the church.

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

CHRONICLE, to record in the order of time.
———*s, ed, ing* ———
*Re*GISTER, to carry down; to record in order.
———*s, ed, ing* ———
JOURNALIZE, to enter daily occurrences.
———*s, ed, ing* ———
FALSIFY, to make false; to counterfeit.
———*s, ed, ing* ———
MODIFY, to change the form.
———*s, ed, ing* ———
*In*QUIRE, to seek into; ask for truth.
———*s, ed, ing* ———

LATIN.

*Inter*VENE, to come between.
———*s, ed, ing* ———

*Super*VENE, to come upon; to be added.
————*s, ed, ing* ————
*Re*CORD, to write events in due order.
————*s, ed, ing* ————
CLASSIFY, to arrange in classes.
————*s, ed, ing* ————
*Ex*PLORE, to search for and discover.
————*s, ed, ing* ————
ANNALIZE, to record yearly events.
————*s, ed, ing* ————
*In*STITUTE, to establish.
————*s, ed, ing* ————
*In*VESTIGATE, to inquire into.
————*s, ed, ing* ————

*Trans*ACT, to conduct or manage business.
————*s, ed, ing* ————
*E*LUCIDATE, to make clear.
————*s, ed, ing* ————
*Col*LECT, to gather together.
————*s, ed, ing* ————
*A*CQUIRE, to gain; to obtain or seek to.
————*s, ed, ing* ————

GREEK.

*Syn*CHRONIZE, to agree in time.
————*s, ed, ing* ————

SEVENTY-SECOND STUDY.

KNOWLEDGE OF THE REASONS OF THINGS.

MAN is not content to know things. He wishes to explain their existence: he strives to account for all events. Philosophy arises, and directs our attention to nature and man.

EXERCISE I.

NAMES OF PERSONS AND THINGS EMBRACED IN THE KNOWLEDGE OF THE REASONS OF THINGS.

FRENCH.

HYDRAUL*ics*, the science of fluids in motion.
MECHAN*ics*, the science of motions and forces.
CHEMISTRY, the science of the mutual changes in natural bodies, not visible through the senses.
CAUSE, that which produces an event.
PRINCIPLE, that from which a thing begins.
CHANCE, that which happens; an unknown cause.

LATIN.

ETHICS, the science of social manners; the knowledge of duty.
JURISPRUDENCE, the science of law.
*Oc*CASION, a falling or coming to; an incident.
*E*VENT, that which comes or happens.
*Circum*STANCE, that which stands around, or attends an event.

*Con*SEQUENT, that which follows a cause; an effect.
————*ce* ————
*Ante*CEDENT, that which goes before.
————*ce* ————
ERROR, deviation from truth.
ESSENCE, that which constitutes the nature of a thing.
*Ef*FECT, that which is produced by some cause.

GREEK.

CHRONOLOGY, the science of time.
————*ical* ————
PHILOSOPHY, the love of wisdom; an explanation of the reasons of things.
————*s, ic, ical, ically* ————
ONTOLOGY, a discourse on the nature of all beings.
COSMOLOGY, a discourse on the order and beauty of things.
ACOUSTI*cs*, the science of sounds.
OPTI*cs*, the science of light.
HYDROSTATI*cs*, the science of fluids at rest.
PNEUMATI*cs*, the science of air or elastic fluids.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

MECHANIC*al*, pertaining to forces or mechanics.
CHEMIC*al*, pertaining to chemistry.
*Im*PORTANT, bearing on; weighty.
Un————, not ————
*Oc*CASION*al*, happening at times.
*A*GREE*able*, accordant with pleasure.
POSSIBLE, that may be.
PROBABLE, that is likely.
TENABLE, that may be held and defended.

LATIN.

*Ad*VENTITIOUS, occurring with something else.
*Ab*RUPT, broken off; sudden.
————*ly, ness* ————
SIGNIFIC*ant*, indicating something beyond what is seen.
*In*CIDENT*al*, happening without plan.
*Af*FECT*ing*, moving the passions.
ERRONE*ous*, of the nature of error; wrong.

GREEK.

PHILOSOPHIC*al*, belonging to philosophy, or the reasons of things.
OPTIC, pertaining to vision.
——*al* ————
ACOUSTI*c*, pertaining to hearing, or sounds.
CHRONOLOGIC*al*, belonging to time.

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

CAUSE, to produce.
————*s, ed, ing* ————
REASON, to draw conclusions and point out the meaning of things.
————*s, ed, ing* ————

LATIN.

Occur, to happen.
———*s, ed, ing* ———
Recur, to happen again
———*s, ed, ing* ———
Err, to deviate from the truth.
——*s, ed, ing* ———
Occasion, to produce incidentally.
———*s, ed, ing, al* ———
Define, to fix the sense of a word.
———*s, ed, ing* ———
Compare, to bring things together, and examine their relations
———*s, ed, ing* ———

GREEK.

Philosophize, to reason about the reasons of things.
———*s, ed, ing* ———
Analyze, to resolve any thing into its elements.
———*s, ed, ing* ———

SEVENTY-THIRD STUDY.

KNOWLEDGE OF BEAUTY.

Taste and imagination open up a charming field of inquiry. They conduct us to the fine arts; and in them present to the wondering mind some of the noblest works of man: epics, oratorios, landscape-composition and sculpture.

EXERCISE I.

NAMES OF THINGS AND PERSONS EMBRACED IN THE KNOWLEDGE OF BEAUTY.

FRENCH.

Belles-Lettres, beautiful letters; polite learning, including works of taste and imagination.
Taste, the power of feeling; that power by which we discover and relish beauty.
Painting, the art of coloring; the expression of beauty by colors.
Sculpt*ure*, the art of carving; the expression of beauty in forms.
*En*graving, the art of cutting figures on metals; the expression of beauty by dots or lines.
*Per*spective, a seeing through; the art of representing objects on a plane surface.
Similit*ude*, resemblance.

LATIN.

Oratory, elegant speech; speech agreeable to rhetoric.
Architecture, the art of constructing buildings; the expression of beauty in structures.
Music, melody or harmony; the expression of beauty in melodious or harmonious sounds.

IMAGERY, a collection of sensible representations; assemblage of images.

SIMILE, an extended expression in which resemblance is traced; expressed resemblance.

PERSONIFICATION, the act of giving to inanimate objects the properties of a person.

DICTION, the style of language.

GREEK.

ALLEGORY, a figurative discourse, in which something is represented beside what is evident.

ESTHETICS, the science of beauty and taste.

POETRY, beautiful thought uttered in musical language.

*Eu*PHONY, agreeableness in uttering sounds.

*Meta*PHOR, something transferred; implied resemblance.

RHETORIC, forcible speech; the science of beauty and force of utterance.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

SCULPTURED, formed or fashioned.

CHASTE, pure; free from what is rough or barbarous.

DELICATE, fine and elegant.

IMITATIVE, inclined to copy or resemble originals.

ORIGINAL, belonging to the origin; having power to form new things.

CREATIVE, having power to create or form new combinations.

IMAGINATIVE, having the power of imagination in great measure.

IMAGINARY, of the nature of imagination only; not real.

VEHEMENT, rushing; very ardent.

LATIN.

ORATORICAL, belonging to oratory or forcible speech.

ARCHITECTURAL, belonging to architecture.

MUSICAL, belonging to music.

———*ly* ———

*Dif*FUSE, spread out; copious in words.

*Con*CISE, cut off; brief.

ORNATE, adorned; beautified.

FLORID, abounding in flowers; very imaginative.

*Ex*QUISITE, sought out; very elegant.

PASSIONATE, expressing strong feelings.

Dis———

*Im*PASSIONED, strongly excited; expressing much feeling.

Un———

REAL, actual; existing.

IDEAL, belonging to ideas; existing in the mind.

GREEK.

ESTHETIC, of the nature of beauty.

RHETORICAL, belonging to rhetoric.

*Eu*PHONIC, belonging to agreeable sounds.

POETIC*al*, belonging to a poet.
METAPHOR*ical*, pertaining to a metaphor, or implied resemblance.
ALLEGOR*ical*, belonging to an allegory or figurative discourse.

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

SCULPTURE, to carve; to express beauty in form.
———*s, ed, ing* ———
PAINT, to lay on colors; to express beauty in colors.
———*s, ed, ing* ———
*En*GRAVE, to cut into; to express beauty in dots or lines.
———*s, ed, ing* ———
IMITATE, to copy some original.
———*s, ed, ing* ———
ORIGINATE, to bring forth something original.
———*s, ed, ing* ———
CREATE, to form new combinations.
———*s, ed, ing* ———
POETIZE, to write as a poet.
———*s, ed, ing* ———

LATIN.

*Com*POSE, to arrange in order; to produce some work of art.
———*s, ed, ing* ———
*Con*STRUCT, to arrange things so as to form a building.
———*s, ed, ing* ———
VERSIFY, to make verses; to write in musical language.
———*s, ed, ing* ———
PERSONIFY, to act under a mask; to give to inanimate objects the properties of human beings.
———*s, ed, ing* ———

SEVENTY-FOURTH STUDY.

KNOWLEDGE OF MAN.

THE great object of study, next to God, is man. The soul is a treasury of wonders. The body is a work of marvellous wisdom, goodness and power. To know man, is to know the image of God on earth.

EXERCISE I.

NAMES OF PERSONS AND THINGS EMBRACED IN THE KNOWLEDGE OF MAN.

FRENCH.

MORALITY, the duties of social life.

SENTIMENT, a thought excited by feeling.

LOGIC, the art of reasoning justly.

——*ian* ——

Religion, a binding again; an obligation to serve God in heart and life; a divine life.

MORAL*ist*, one who writes on morals, or one who trusts to morality alone for salvation.

LATIN.

ETHICS, the science of human duty and manners.

HUMANITY, the nature of man.

Induction, a leading in, or drawing conclusions from principles.

Deduction, a drawing conclusions from facts.

ENTITY, being or essence.

PRUDENCE, wisdom combined with caution.

GREEK.

DIETETICS, that branch of medicine which treats of food.

*Ana*TOMY, a cutting back; that branch of knowledge which treats of the structure of the body.

——*ist* ——

PHYSIOLOGY, a discourse on the uses of the various parts of the bodies of plants and animals.

——*ist* ——

PHYSIOGNOMY, the science of knowing the mind from the face.

——*ist* ——

PHRENOLOGY, the science that attempts to explain the soul from organs in the brain.

——*ist* ——

PSYCHOLOGY, a discourse on the nature of the soul.

——*ist* ——

*Meta*PHYSICS, that which is beyond nature; the science of mind.

ANTHROPOLOGY, a discourse on human nature.

PHILOLOGY, the knowledge of words.

PHILOLOG*ist*, one skilled in the knowledge of words.

ETHNOLOGY, the science which treats of the varieties of man.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

MOR*al*, pertaining to human duties and manners.

——*ly* ——

MENT*al*, pertaining to the mind.

——*ly* ——

RELIGIOUS, relating to religion.

——*ly, ness* ——

Ir——, *ly, ness* ——

SPIRITU*al*, belonging to the spirit.
————*ly* ———
SENTIMENT*al*, abounding in sentiment; expressing united thought and feeling.
LOGIC*al*, belonging to right reasoning.

LATIN.

*Trans*CENDENT, climbing across or above others; excellent.
————————*-al*, surpassing; above sense and experience.
*In*DUCTIVE, leading in, or to conclusions.
*De*DUCTIVE, drawing or concluding from facts.
*Ab*STRUSE, hidden; difficult to be known.
————*ly, ness* ———
ETHIC*al*, pertaining to human duties and morals.

GREEK.

DIDACTIC, instructive; apt to teach.

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

*De*VELOP, to unfold from; to bring forth.
————*s, ed, ing* ———
MORALIZE, to explain or apply to morality.
————*s, ed, ing*———

LATIN.

*In*DUCE, to bring in.
———*s, ed, ing* ———
*De*DUCE, to draw or conclude from facts.
———*s, ed, ing*———
*E*VOLVE, to unfold or expand.
———*s, ed, ing* ———
GENERALIZE, to rise from particular to general things.
————————*s, ed, ing* ———
*Re*FLECT, to bend back; to revolve in the mind.
———*s, ed, ing* ———

SEVENTY-FIFTH STUDY.

KNOWLEDGE OF GOD.

As the water of the fountain, after meandering and refreshing whole regions, mingles with the ocean, but finally returns to the fountain again; so human knowledge, after some pleasing delays among the works of men, and repeated excursions into nature, finds its perfection in returning home again, and seeking all fulness and glory in God.

EXERCISE I.

NAMES OF THINGS INCLUDED IN THE KNOWLEDGE OF GOD.

FRENCH.

*E*VIDENCE, that which is made to appear; proof.

————*s*, the proofs of God and religion.

NATURE, that which is produced; the system of created things.

*Pro*VIDENCE, foresight; the care of God over His creatures.

*Re*PENTANCE, pain for the past; a sorrow for sin, and a forsaking it.

SANCTIFICA*tion*, the act of making holy.

MIRACLE, a wonder; an event that demands Divine power for its cause.

IDOL*atry*, the worship of images or idols as God.

JUDA*ism*, the knowledge and belief of God as seen in the Old Testament.

JUSTIFICATION, the act of making or pronouncing just.

PAGAN*ism*, the knowledge and worship of false gods.

SCRIPT*ure*, a writing; the sacred writings in the Bible.

*A*DOPT*ion*, the act of taking a stranger and treating him as a son; the reception of sinners as children.

LATIN.

*Re*VELA*tion*, unveiling; the truths brought to view in the Bible.

*In*SPIRA*tion*, a breathing into; the influence of God on the minds of prophets and apostles by which they revealed his will.

DE*ism*, a knowledge and belief of God only as seen in His works.

*Re*GENERA*tion*, the act of renewing; a change of heart produced by the grace of God.

GREEK.

THEOLOGY, the systematic knowledge of God.

————*cal* ————

*Pro*PHECY, a speaking before; the foretelling of future events.

THE*ism*, the knowledge and belief in One God, as seen in His works and Word.

A————

Tri————

PANTHE*ism*, all-God; the knowledge and belief in Nature as God.

POLYTHEISM, the belief in many gods.

HERMENEUT*ics*, the science of explaining or interpreting the Scriptures.

CHRISTOLOGY, a discourse on the nature and character of Christ.

CHRISTIAN*ity*, the knowledge and belief of God as revealed in Christ.

BIBLE, the book; the Sacred Scriptures.

EXERCISE II.

NAMES OF QUALITIES.

FRENCH.

NATURAL, pertaining to nature.
Providential, belonging to Providence.
————*ly* ————
MIRACULOUS, of the nature of a miracle.
————*ly* ————
IDOLATROUS, of the nature of idolatry.
JUDAICAL, belonging to the worship of the Jews.
SYSTEMATIC, consisting of an orderly arrangement; methodical.

LATIN.

SCRIPTURAL, belonging to the Sacred Scriptures; according to the Bible.
DEIST, one who believes in God only as seen in His works.
——*ical* ——
Regenerate, renewed; born of the Spirit of God.
Revealed, disclosed; made known.

GREEK.

PROPHETIC, of the nature of foreknowledge.
————*al* ————
THEIST, one who believes in one God.
——*ical* ——
A——, one——
——*ical* ——
PANTHEIST, one who believes in Nature as God.
BIBLICAL, belonging to the Bible.
POLEMIC, warlike; controversial.
————*al* ————
DIDACTIC, adapted to teach; doctrinal.
HERMENEUTICAL, pertaining to the explanation of an author, especially the sacred writers.

EXERCISE III.

NAMES OF ACTIONS.

FRENCH.

*Il*LUMINE, to make light; to give understanding.
————*s, ed, ing* ————
*Inter*PRET, to explain the sense of words.
————*s, ed, ing* ————
SANCTIFY, to make holy; to purify from sin.
————*s, ed, ing* ————
JUSTIFY, to make or pronounce just.
————*s, ed, ing* ————

LATIN.

*In*SPIRE, to breathe into; to influence and guide the mind in making known sacred truths.
————*s, ed, ing* ————
*Ex*POUND, to lay open the meaning.
————*s, ed, ing* ————

*Re*VEAL, to uncover and make known.
———*s, ed, ing* ———
*Re*GENERATE, to renew; to form the heart to holiness.
———*s, ed, ing* ———
*A*DOPT, to receive a stranger as a son.
———*s, ed, ing* ———
*Col*LATE, to lay together and compare.
———*s, ed, ing* ———
*Ex*AMINE, to inspect carefully.
———*s, ed, ing* ———

*Com*MENT, to cast in the mind; to write explanatory notes.
———*s, ed, ing* ———
*Dis*CUSS, to drive; to debate in order to find the truth.
———*s, ed, ing* ———

GREEK.

*Pro*PHESY, to foretell future events; to teach.
———*s, ed, ing* ———

SEVENTY-SIXTH STUDY.

NAMES OF PERSONS.

CHILDREN now have commonly two or more names. The one is their surname, and the other their christian. The christian or baptismal name is the one which they receive at baptism. It distinguishes individuals. The *sur*name is the family name, and marks the family to which they belong.

It was not so in ancient times. Children received one name, and this had a meaning. There is a beautiful illustration of this in the names of the twelve patriarchs. The Son of God, too, received one name. It was given by the angel. It was JESUS, which means one who saves.

The meanings of many of the christian names, now in common use, have been handed down to us, and are interesting. There is much in a name.

SAXON.

ADA, happy.
ELEANOR, all-fruitful.
RICHARD, richly honored.
ROBERT, red-bearded.
WALTER, wanderer.
*Al*FRED, all peace.
BALDWIN, bold winner.

EDWARD, truth-keeper.
EDWIN, happy winner.
WILLIAM, defender of many.

GOTHIC.

ADELAIDE, the princess.
ADELINE, the little princess.
ALPHONSO, our help.
CHARLES, one who is crowned.
CHARLOTTE, a crowned woman.
EMMA, one who nurses.
ERNEST, ardent of soul.
EVERARD, well-reported.
FRANCIS, freeman.

FRENCH.

AMELIA, beloved.
ARABELLA, beautiful altar.
ISABELLA, olive-colored.
ROSABELLE, beautiful rose.
ROSALIND, elegant rose.

LATIN.

ALICIA, noble.
AUGUSTUS, increasing.
BARBARA, strange.
BEATRICE, one who blesses.
CLARA, clear.
GRACE, favor.
EARINE, vernal.
ROSE, the rose.
VIOLA, the violet.
JANE, peace.
JULIUS, soft-haired.
JULIA, soft-haired woman.
JULIETTE, the little soft-haired.
LETITIA, joy.
MARGARET, a pearl.
MIRANDA, admired.
OLIVER, the olive man.
BLANCHE, the white or fair one.

GREEK.

AGATHA, good.
AGNES, chaste.
BASIL, kingly.
BERTHA, bright.
CATHARINE, pure.
ERASMUS, worthy to be loved.
EUGENE, nobly descended.
THEODORE, a gift of God.
CYRUS, lord.
GEORGE, a farmer.
HELEN, one who pities.
MATILDA, stately.
PHŒBE, light of life.
PHILEMON, one who kisses.
PHILIP, a lover of horses.
SOPHIA, wisdom.

HEBREW.

ANNA, kind.
JAMES, the supplanter.
JOHN, the grace and mercy of Jehovah.
MADELINE, noble indeed.
RUTH, trouble.
MARY, a salt tear.
MARTHA, the bitter, or troubled one.
SUSAN, a lily.
ELIZABETH, the house of strength.
JONATHAN, the gift of God.
SARAH, my lady.

SEVENTY-SEVENTH STUDY.

RETROSPECT OF THE SECOND PART.

We have now reached a point at which we may pause and look on what we have been doing. Retrospects are useful.

The Hand-Book of English Orthography, embracing the words of *Gothic*, *Celtic*, *French*, *Latin* and *Greek* origin, as far as the words from these sources are concerned, is before us. In the first part of this work, we had a full introduction to all the elements that enter into the composition of the English language, and every thing of any importance embraced in English Orthography. The *terminations, suffixes* and *prefixes*, which we have received from other languages, have been carefully studied and applied. More than SEVEN THOUSAND select words have been analyzed, reconstructed and used in instances to express our thoughts. But this work contains only part of the words of our language—the engrafted words. The Anglo-Saxon are contained in the first two Hand-Books.

As we gaze back upon the whole course, the retrospect is truly pleasing. Now, our language appears as a noble tree, having for its STOCK, the Anglo-Saxon; and for its ENGRAFTURES, the Gothic, Celtic, French, Latin and Greek elements. Again, it rises as a stately shaft, having the Anglo-Saxon and Gothic for its base, the French for its shaft, and the classic elements for its capital. Again, we look upon it, and it appears like a vast elevation, composed of several overlying beds or layers of speech—the *Celtic, Latin, Anglo-Saxon, Latin, Greek, Anglo-Norman, Latin, French, Latin, Greek* and miscellaneons elements.

As such, it may be measured and its magnitude estimated. The English language has swelled to the number of EIGHTY THOUSAND words. These are divided into two groups—the *radical* and *derivative*. The radical words amount to about TEN THOUSAND. From these, the FIFTY THOUSAND derivative words have been formed by the aid of some TWO HUNDRED suffixes and prefixes.

The proportion of each of the elements composing our language has also been estimated, and has some interest for us. The Anglo-Saxon includes some TWENTY-THREE THOUSAND words; the Gothic, FIVE THOUSAND; the Celtic, FIVE HUNDRED; the French, THREE THOUSAND; and the Latin and Greek, FORTY THOUSAND.

The whole subject may now be presented in a tabular view, in which the outlines of the history and elements of our language may be readily traced.

A TABULAR VIEW OF THE ENGLISH LANGUAGE.

Name of the English language at different periods.	Dates.	Monarchs.	Name of the Elements	Proportion.
CELTIC, once the language of Great Britain.	B. C. A. D. 1300 to 450.	From the first settlement of England by Celts from Gaul to the first invasion of the Anglo-Saxons.	CELTIC. First Latin period.	500
ANGLO-SAXON.	A. D. 450 in part to 1066.	From the first Saxon invasion to the Norman Conquest.		
	836 to 1066.	From the death of Ecbert to the Battle of Hastings or Norman conquest.	ANGLO-SAXON. Second Latin period, 836 First Greek period.	23,000
ANGLO-DANISH.—The Anglo-Saxon changed by the Norse element.	1017—1066.	Canute.	GOTHIC.	5,000
ANGLO-NORMAN	1066—1215.	From the Conquest to the death of John.	NORMAN-FRENCH.	
OLD ENGLISH.	1216—1327.	From the death of John to the death of Edward II.	Third Latin period. Second Greek period. FRENCH.	3,000
MIDDLE ENGLISH.	1327—1558.	From the death of Edward II. to the death of Queen Mary.	Fourth Latin period. Third Greek period.	
MODERN ENGLISH.	1558 to the present.	From Elizabeth to the present time.	Miscellaneous. LATIN AND GREEK.	40,000

THIRD PART.

ENGLISH ETYMOLOGY.

ENGLISH ETYMOLOGY.

CHAPTER I.

ENGLISH ETYMOLOGY.

THE study on which we are about to enter is one of interest. It is the study of English words in their origin.

FIRST STUDY.

ETYMOLOGY.

ETYMOLOGY, as we have already seen, comes from two Greek words, and means *the true account of a word.*

There are two kinds of etymology, the *historic* and the *philosophic.*

Historic etymology gives us the true account of words, so far as to trace them to their root-forms in the languages from which we have received them. Thus, *exult* comes to us from the Latin language, and is composed of two words, which mean to *leap up* or out of oneself. *Grove* comes to us from the Gothic, and means a *growing cover.*

Philosophic etymology begins where historic etymology ends. It gives us the true account of words so far as to trace them to their origin in nature and explain it. Thus,

candor is derived from the Latin word, *candeo*, to glow with a clear light, as a red-hot substance. As such a light enables us to see into the heated substance, so openness of character, which candor represents, gives us an insight into the heart.

Part of the subject of etymology has been studied. It remains now to take up English words, and explain their origin in nature. Thus, *sup* comes to us from the German *saufen*, and rose by *imitating the sound* made in sucking up liquors.

SECOND STUDY.

THE SUBJECT OF ETYMOLOGY.

THE DESCENT and ORIGIN of words form the subject of etymology. It gives an account of these.

In seeking the origin of words, we seek their source in nature. They arose with the knowledge of things. Thus, *haft*, a handle, comes from the hand, and is that which is haved or held by the hand. It arose with a knowledge of the action of the hand as that which holds things.

The origin of the spoken word is the chief subject of etymology. The written word is only a sign of the spoken word. The spoken word is the sign of the thing itself, and its origin is to be sought in our BODILY ORGANS, the SOUL or the WORLD.

THIRD STUDY.

THE OUTLINE OF ETYMOLOGY.

THE word is the product of the organ of speech. The Saxons called it *word*, or that which passes from the lips; and the Latins, *vox*, or voice. The word, *speech*, comes from

the thrusting out of the lips; and *language*, from the name of the tongue.

This is the first point in the study of etymology. *Words are voice shaped by the organ of speech.*

But this organ is acted upon by every thing without us and within us. It is aided by our bodily organs and the world. Thus, *clap* is supplied by the hands. So are the words, *grasp*, *handle*, *manual*, and many others. *Spirit* has its origin in our breath; and *hard*, *soft* and *substance*, in the action of our muscles, giving us the sense of resistance.

This is the second point in the study of etymology. *Words are supplied from the bodily organs and the world.*

But words have a deeper source than the organ of speech, or any thing that acts upon it. The word, *ecstasy*, for instance, means *to stand out of* oneself, and refers to the force of joy in causing the soul to leap, as it were, out of the body.

This is the third point in the study of etymology. *Words, whether supplied by the bodily organs and the world, or shaped by the organ of speech, are the audible soul.*

FOURTH STUDY.

WORDS GROUPED ACCORDING TO THEIR ETYMOLOGY.

WORDS, like things, are known in certain organs of the body. We refer, for instance, the words, *see*, *seek* and *glance*, to the eye; *smooth* and *even*, to the touch; *grasp*, *grip*, *grope* and *grapple*, to the hand; and *hard*, *firm*, *strong*, to muscular action.

Words are also known in the *action* of things upon our bodily organs. *Water* is that which flows, *smith* is one who smites, and *house* is that which covers us.

These things being so, we naturally group words under the organs of the body and the objects in nature from which they have their origin.

This is the fourth point in the study of etymology. *Words are grouped under the bodily organs and things in nature from which they spring.*

The words in these groups are chiefly arranged under Latin and Greek radicals. The words, which we have received from the French, were mostly received by them from the classic languages. In historic etymology, we refer them to the French: in philosophic etymology, we refer them to their primary source.

The Gothic roots are sparingly given. The fewness of their derivatives and the simplicity of their forms make it unnecessary to occupy the large space which they would fill on our present plan.

CHAPTER II.

STUDIES IN ETYMOLOGY.

THE studies before us relate chiefly to the etymology of English words. We propose to trace these words through their original languages to their origin in nature.

FIFTH STUDY.

THE STUDIES.

THE studies consist of groups of words arranged under the organ or source from which they arose. Thus, the words, *hand*, *handle*, *haft*, *grasp*, *manual*, and many others, are grouped under the hand, because this organ gave rise to them.

The *radical* words are given in the original languages. Their native forms agree best with their first meaning, and guide us in seeking their etymology.

The *derivative* words follow the radical. The radical, unless it is a whole word, is marked by *italics*. This will enable the pupil at once to see the stock and its engraftures. Thus, the radical word, *domus*, a house, appears in its derivative, *dom*estic, as *dom*.

SIXTH STUDY.

A PREPARED STUDY.

THE pupil is now ready to enter upon the course of studies in etymology. He is prepared for his work by the instructions which he received on the materials of English orthography, and his own studies in applying these materials in forming the words of his language. He is familiar with the *analysis* of English words.

Five things demand attention in each study.

1. The *organ or source* from which the words arose is to be noticed. Thus, *dome*, *domicile*, *domestic*, and some others, come from *domus*, a house.

2. The *form* and pronunciation of the radical word in its original language are to be marked. Thus, *do'mus*, the Latin root for dome.

3. The radical word is to be traced in its derivatives. Thus, the radical word, *æ'des*, a building or house, appears as *edi* in *edi*fy.

4. The *derivative words* are to be *analyzed* and resolved into their various parts. Thus, *edify* is composed of *ædes*, a house, and *fico*, to make.

5. The *derivative words* are to be *defined*, and referred to

the subjects to which they now belong. Thus, *edify* is to build up the mind in knowledge, and belongs to *teachers*.

The pupil, who pursues the studies in this way, will soon become familiar with English Etymology.

CHAPTER III.

HOME.

The word, *home*, is from the Saxon *ham*, and means a *cover*. It arose from nature. Groves and caves suggested it.

SEVENTH STUDY.

HOUSE.

THE word, *house*, is from the Saxon *hus*, a *covering*. Its origin is the same as home.

LATIN.

DO'MUS, a house or home.

Dome, *dom*estic, *dom*esticate, *dom*icile.

Æ'DES, (ædis,) a house or building.

*Ed*ifice, *ed*ile, *ed*ify, un*ed*ifying.

PORTA, an entrance or passage. French, port; Latin, porta.

Port, porte, *port*al, *port*er, *port*ress, *port*ico, *port*-hole.

CLAU'DO, (clau'sum,) to shut or close. The primary sense is to *close* and fasten.

Close, *clause*, *cloi*ster, *clos*et, con*clude*, dis*close*, in*close*, ex*clude*, fore*close*, in*clude*, pre*clude*, re*cluse*, se*clude*, un*close*.

GREEK.

OI'KOS, (οἶκος,) a house or dwelling.

*Di*ocese, par*ish*, par*och*ial, chur*ch*, *œ*cumenical.

EIGHTH STUDY.

GROUPS OF HOUSES.

THE village and city arose from the wants of human nature.

LATIN.

VILLA, a country seat.

Villa, ville, *vill*age, *vill*ain.

PAGUS, a village or canton.

*Pag*an, *pag*anism, *pa*inim.

CIVIS, a citizen; CIVITAS, a city. French, cité.

City, civic, *civ*il, un*civ*il, *cit*izen, *civ*ilian, *civ*ilize, *civ*ilization.

GREEK.

PO'LIS, (πόλις,) a city.

*Poli*ce, *poli*tic, *poli*tics, *poli*ty, metro*polis*, im*poli*tic.

NINTH STUDY.

FURNITURE.

FURNITURE arose from bodily wants and the principle of taste.

FRENCH.

FOURNIR, to put on. FOUR*niture*, that which is put on; appendages of a house.

*Furni*ture, *furni*sh, *furni*sher, un*furni*shed.

TENTH STUDY.

THE FAMILY.

THE family arose from the nature of man.

LATIN.

GIG'NO, (genitum,) to bring forth. *Genus*, (generis,) a race or family.

*Geni*al, con*geni*al, primo*geni*al, pro*geny*, impre*gn*, impre*gn*ate, pro*gn*itor, *gen*erate, *gen*der, *gener*ic, en*gen*der, *gener*ous, *geni*us, *gen*teel, *gen*tle, *gen*try, *gen*uine, in*geni*ous, in*gen*uous, in*gen*uity, re*gener*ated.

FAMIL'IA, originally one who serves; now a family or household.

Family, *famili*ar, *famili*arity, *famili*arize.

PA'TER, (patris,) a father; one who feeds.

*Pater*nal, *pater*nity, *patri*mony, *patri*ot, *patri*arch, *patr*on, *patri*stic, *patr*onage, *patri*cian, com*patri*ot, ex*patri*ate, *patter*n, *parri*cide, *patr*onymic, Ju*piter*.

MATER, (matris,) a mother.

*Mater*nal, *matr*on, *matri*cide, *mater*nity, *matri*culate, *matri*mony, *metro*polis.

FRATER, (fratris,) a brother; one of the brood or offspring.

*Frater*nal, *frater*nity, *fratri*cide, *frater*nize, *friar*.

PARIO, (partum,) to bring forth.

*Par*ent, ovi*par*ous, uni*par*ous, vivi*par*ous.

NASCOR, (natus,) to be born; to spring, as a plant.

*Nas*cent, *nat*ure, *nat*al, *nat*ion, cog*nate*, *nat*ural, con*nat*ural, *nat*uralize, preter*nat*ural, super*nat*ural, un*nat*ural, in*nate*, *nat*ive, *nat*ional, sub*nas*cent, *nat*uralist, *nat*ivity.

GREEK.

PHUO, (φύω,) phusis, (φύσις,) to be born, or come into being.

*Phys*ic, *phys*ics, *phys*ical, meta*phys*ics, *phys*iology, *phys*iognomy.

GENNA'O, (γεννάω,) to bring forth. *Genea*, (γένεα,) birth, origin.

*Gene*sis, *gene*alogy.

ELEVENTH STUDY.

SERVANTS AND MASTERS.

GRADES in society have sprung from war.

LATIN.

DO'MO, (dom'itum,) to subdue, or tame. It arose from hunting.

*Dom*inant, in*dom*itable, *daunt*, un*daunt*ed.

DOM'INUS, a master; one who tames and brings into a state of subjection.

*Domin*ion, *domain*, *domin*eer, pre*domin*ate, *demesne*, *domin*ical.

SER'VIO, (servitum,) to keep; to attend at command.

Serve, *serf*, *serv*ile, *serv*itude, sub*serve*, de*serve*, *ser*geant.

SER'VO, to watch or keep.

*Serv*ant, ob*serve*, con*serve*, pre*serve*, re*serve*, con*serv*ative, sub*serv*ient, re*serv*oir.

LI'GO, (liga'tum,) to bind.

Lig'ament, *lig*ature, *lea*gue, *li*able, *liege*, al*legi*ance, ob*lige*, ob*liga*te, re*ligi*on, al*ly*, al*loy*, disob*lige*.

LI'BER, free. It comes from the stripping of bark from trees, and was afterwards applied to animals and men.

*Liber*al, *liber*ty, *liber*ate, de*liver*, il*liber*al, *liber*tine.

TWELFTH STUDY.

FOOD.

FOOD is from the Saxon *fod*, which comes from *fedan*, to feed.

LATIN.

A'LO, (al'itum,) to feed or nourish.

*Ali*ment, *ali*mentary, *ali*mony, *al*moner.

BIBO, (bibitum,) to drink by sucking.

*Bib*ber, im*bibe*, im*bibi*tion, *bib*acious, *bever*age.

GLUTIO, (glutitum,) to swallow. It comes from crowding food greedily into the mouth.

Glut, *glut*ton, de*glutit*ion.

PO'TO, (pota'tum or po'tum,) to drink a draught—a set measure.

*Pot*ion, *potat*ion, *pot*able, *pois*on.

SA'TIS, enough. It comes from crowding so as to fill.

Sate, *sati*ate, *sati*ety, *sat*urate, *satis*fy, dis*satis*fy, in*sati*able, in*sati*ate.

CO'QUO, (coctum,) to cook food by boiling.

Cook, *coct*ion, *coke*, con*coct*, de*coct*ion, bis*cuit*, pre*cocious*.

FER'VEO, to grow hot; to boil, as water.

*Ferv*ent, *ferv*or, *ferv*id, ef*ferv*esce, ef*ferv*escence.

VO'RO, to feed greedily.

De*vour*, *vor*acious, *vor*acity, carni*vor*ous, omni*vor*ous.

GREEK.

SI'TOS, (σιτος,) corn, and then food.

Para*site*, para*sit*ical.

PHAGO, (φάγω,) to eat.

Œso*phag*us, sarco*phag*us, anthropo*phagi*.

THIRTEENTH STUDY.

CLOTHING.

CLOTHING is from the Saxon *cloth*, and is a covering for the body. The garments of the body supply us with ideas of virtues which clothe the mind.

LATIN.

VES'TIS, a covering or garment.

Vest, in*vest*, *vest*ment, *vest*ure, *vest*ry, di*vest*, in*vest*iture.

PAL'LIUM, a cloak of state.

Pall, *palli*ate, *palli*ation.

VE'LO, to cover or conceal. *Velum*, a cover.

Vail, re*veal*, re*veal*ed, unre*veal*ed, un*veil*, de*vel*op, en*vel*ope, re*vel*ation.

TEG'O, (tec'tum,) to cover; to throw over to conceal.

*Teg*ument, in*teg*ument, de*tect*, pro*tect*, unpro*tect*ed.

OR'NO, (orna'tum,) to deck or embellish. Its primary sense is to put on and finish.

*Orna*ment, *ornate*, ad*orn*, re-ad*orn*, unad*orn*ed, *orna*mental, sub*orn*.

DE'CEO, (decetum,) to become or befit. The primary sense is to stretch so as to fit.

*Dec*ent, in*dec*ent, *dec*ency, *dec*orate, *dec*orous, in*dec*orum.

CHAPTER IV.

MAN.

WORDS, like things, are known and explained in man.

FOURTEENTH STUDY.

MAN.

THE word, MAN, is from the Saxon *man*, mankind, man, husband, vassal or any one. It unites the notion of *strength* with that of *shape* or *image*. So the Gothic *magn* and the Latin *vir*. It arose out of *muscular action*.

LATIN.

VIR, a man. It is allied with *vis*, and means *strength.*

*Vir*ile, *vir*ago, trium*vir*, decem*viri.*

HOMO, a man. Its original sense is *form* or species—mankind.

*Homi*cide, *hom*age, *hum*an, in*hum*an, super*hum*an, *hum*ane, *hum*anity.

FEM'INA, a woman, a female. Its original sense is the same as the Saxon, *wifman*, the source of man.

*Fem*ale, *fem*inine, ef*fem*inate.

GREEK.

ANTHRO'POS, (ἄνθρωπος,) a man. It is composed of two words, meaning *erect countenance.*

*Anthropo*logy, mis*anthrope*, phil*anthropist*, mis*anthropy*, phil*anthropy*, *anthropo*phagi.

GU'NE, (γυνη,) a woman, a female.

*Gyn*archy, *gyn*accian, *gyn*acocracy, miso*gyn*ist.

FIFTEENTH STUDY.

THE BODY.

THE word, BODY, is from the Saxon *bodig*, and means that which is *firm.* The body is the medium through which the soul and the world are apprehended, and is known in the sense or feeling of stability.

LATIN.

COR'PUS, (cor'poris,) a body; that which is *compact and firm.*

*Corpor*al, *corpor*ate, in*corpor*ate, *corpus*cle, *corpor*eal, *corpu*lent, *corpu*lence, *corpse*, *corps.*

ARTUS, or artic'ulus, a joint or jointure.

*Artic*le, *articul*ar, *articul*ate, in*articul*ate.

OS, (os'sis,) a bone.

*Osse*ous, *ossi*fy, *ossi*cle, *ossi*fic.

CA'RO, (car'nis,) flesh.

*Carn*al, *carn*age, *carr*ion, *charn*el, *carc*ass, *carni*vorous, *carn*ation, *carne*lian, in*carn*ation.

VI'VO, (vic'tum,) to live. Its sense unites *motion and breathing.*

*Vit*al, re*vive*, sur*vive*, *vi*and, *vict*uals, con*vivi*al, *viv*acity, *vivid*, *vivify*.

SALUS, (salu'tis,) health. The primary sense is *whole* or *sound.* It comes from the feeling of strength.

*Salut*ary, *salute*, *salu*brious, in*salu*brious, *safe*, *salv*ation, *salv*age, *save*, *savior*.

SANUS, sound, whole. It seems to be the same as tone, a clear ringing sound.

Sane, in*sane*, in*sanity*, *sana*tive, *sound*.

CUBO, or cumbo, to lie down. The primary sense is to stretch out for rest.

*Cumb*ent, in*cumb*ent, suc*cumb*, superin*cumb*ent, in*cub*ation, in*cub*us, *cumb*er, *cov*ey.

CLINO, to incline. The primary sense is *bending*, as the body.

In*cline*, de*cline*, re*cline*, de*cli*vity, ac*cli*vity, *clini*cal, in*clin*ed, de*clin*able.

MA'LUS, bad or evil. The primary meaning is soft, and comes from the feeling of *weakness.*

*Mal*ady, *mal*ice, *mal*ign, *male*diction, *male*factor, *mal*ignity, *mal*icious, *male*volent, *malt*reat, *mal*apert, *mal*content.

FE'BRIS, a fever; a warm motion like boiling water.

Fever, *febr*ile, *febr*ific, *febr*ifuge.

SANGUIS, (san'guinis,) blood.

Sanguine, *sanguin*ary, en*sanguine*, con*sanguin*ity, cousin?

GREEK.

OS'TEON, (οστέον,) a bone.

*Osteo*logy, perio*ste*um.

SARX, (σαρξ, σαρκος,) flesh.

*Sar*cotic, *sarc*asm, *sarc*ophagus.

NEURON, (νευρον,) a cord, a nerve.

*Neural*gia, *neuro*logy, e*nerv*ate.

HAIMA, (αἷμα,) blood.

*Hem*orrhage, *hem*orrhoids, *em*erods.

SIXTEENTH STUDY.

THE HEAD.

THE word, *head*, is from the Saxon *heafod*, and is that which is heaved—the top.

LATIN.

CAPUT, (cap'itis,) the head. Its original meaning is end or top, and comes from lifting or shooting up.

*Capit*al, *capit*ulate, *cape*, *chapt*er, oc*ciput*, sin*ciput*, dec*apit*ate, rec*apit*ulate, prec*ipice*, prec*ipit*ate, *capt*ain.

FRONS, (frontis,) forehead. Its primary sense is shooting forward, or facing.

Front, *front*let, af*front*, con*front*, *frontis*piece, ef*front*ery.

FA'CIES, a face.

Face, de*face*, ef*face*, sur*face*, super*fic*ial.

CORO'NA, a crown or circlet. It has the primary sense of a rounding top or head.

Crown, *coron*et, *coron*al, *coron*ation, *corol*la.

VER'TO, (versum,) to turn. It seems to have arisen from the face or front.

Ad*vert*, a*vert*, *vers*ed, *vers*atile, adv*ert*ise, animad*vert*, contro*vert*, con*vert*, di*vert*, *evert*, di*vorce*, per*vert*, inadv*ert*ent, in*vert*, re*vert*, sub*vert*, tra*verse*, uncon*vert*ed, uni*verse*, ad*verse*, di*ver*sion, *verse*.

RIDEO, (ri'sum,) to laugh. The primary sense is that of *wrinkling* and *lifting* up the features.

*Risi*ble, de*ride*, *ridi*cule, de*risi*on, ir*risi*on.

DENS, (den'tis,) a tooth or point.

*Dent*al, dent, *dent*ist, in*dent*, tri*dent*, *dent*iculated, in*dent*ure, *dent*ifrice.

GREEK.

KRANION, (κρανίον,) the skull.

Cranium, peric*ranium*, *crani*ology.

OD'ONS, (ὀδὀνς,) a tooth or shoot.

*Odont*algia, *odont*algic.

SEVENTEENTH STUDY.

THE CHEST.

THE word, *chest*, is from the Saxon *cyst*, and means a trunk.

LATIN.

COR, (cor'dis,) the heart. The primary sense seems to be firm or strong.

Core, *cordi*al, *cordi*ality, *cour*age, dis*cord*, re*cord*, con*cord*, con*cord*ance.

HALO, to breathe. The primary sense is sending forth vapor, and comes from breath.

In*hale*, ex*hale*, ex*hal*ation.

SPIRO, to breathe. The original sense is to throw or drive, as the *breath.*

Spirit, *spirit*ual, re*spire*, tran*spire*, ex*pire*, con*spire*, in*spire*, in*spir*ation, in*spirit*, a*spire*, a*spir*ant, a*spir*ation.

ANIMUS, or anima, the life or soul. The primary sense is *breath.*

*Anim*ate, *anim*al, in*anim*ate, *anim*alcule, *anim*ation, *anim*advert, magna*nim*ity, re*anim*ate, un*anim*ous, equ*anim*ity, pusill*anim*ity, *anim*osity.

COSTA, a rib or side. The original sense is *limit* arising from extending.

*Cost*al, inter*cost*al, *coast*, ac*cost.*

GREEK.

KARDIA, (καρδία,) the heart—firm.

*Cardi*ac, peri*cardi*um.

GASTER, (γαστὴρ,) the belly.

*Gastr*ic, hypo*gastr*ic.

CHOLE, (χολὴ,) bile, anger.

*Col*ic, *chol*era, *chol*er, *chol*eric, melan*choly.*

PNEO, (πνέω,) to breathe. *Pneuma*, (πνεῦμα,) a breath; also spirit.

*Pneuma*tic, *pneuma*tics, dys*pnœa*, *pneum*onia.

EIGHTEENTH STUDY.

THE HANDS.

THE word, *hand*, is from the Saxon *hand*, and is that which is stretched out and takes.

LATIN.

MA'NUS, the hand.

*Manu*al, *manu*facture, *manu*script, *man*acle, *mani*pulate, e*manci*pate, *man*age, a*manu*ensis, *manu*re, *man*œuvre, *main*tain.

AR'MUS, an arm. *Arma*, arms, weapons.

Arm, dis*arm*, *army*, *armi*stice, *armor*, *armory*, *arma*ment.

NUL'LUS, none; void, of no effect.

*Null*ify, an*nul*, *null*ity.

DIG'ITUS, a finger. Originally it meant a *shoot.*

Digit, *digit*alis, *digit*ated.

DEX'TER, pertaining to the right hand; fit and prompt in use.

*Dexter*ous, *dexter*ity, ambi*dexter.*

SINIS'TER, pertaining to the left hand; weak and unused.

Sinister.

PUG'NUS, the fist; that which is thick or pressed together.

*Pugn*acious, *pugi*list, re*pugn*ance, ex*pugn*, im*pugn*, op*pugn*.

PLAU'DO, (plau'sum,) to clap; to praise by clapping.

*Plaud*it, *plaus*ible, ap*plaud*, ap*plause*, ex*plode*, ex*plos*ive.

PREHEN'DO, (prehen'sum,) to seize by stretching out the hand.

Ap*prehend*, re*prehend*, re*prehens*ible, com*prehend*, incom*prehens*ible.

TEN'EO, (ten'tum,) to hold. The primary sense is to keep by straining.

*Ten*able, *ten*dril, *tene*ment, *ten*ant, *ten*et, *ten*ure, abs*tain*, apper*tain*, con*tain*, con*tent*, con*tin*ue, coun*ten*ance, de*tain*, enter*tain*, ob*tain*, per*tain*, re*tain*, sus*tain*, *ten*on, *ten*or, con*tin*ence, per*tin*ent, lieu*ten*ant.

SU'MO, (sump'tum,) to take. The primary sense is to *take up* with the hand.

As*sume*, con*sume*, as*sump*tion, pre*sume*, re*sume*, unas*sum*ing, con*sump*tion, con*sum*éd, *sump*tuous.

FEN'DO, (fensum,) to strike. The primary sense is that of falling on or thrusting against.

Fence, de*fense*, de*fend*, fend, of*fend*, of*fense*, of*fens*ive, de*fend*ant.

U'TOR, (u'sus,) to use. The primary sense is that of taking with the hand.

Use, ab*use*, dis*use*, mis*use*, *use*ful, *usu*al, per*use*, *us*age, *ut*ensil, *usu*ry, *uti*lity.

JACIO, (jac'tum,) to throw. The primary sense is driving or urging.

Ab*ject*, de*ject*, *eject*, in*ject*, jet, ob*ject*, pro*ject*, re*ject*, sub*ject*, con*jec*ture, *ejac*ulate, inter*jec*tion, ad*jec*tive, pro*jec*tile.

HABEO, (hab'itum,) to have. The primary sense is *obtaining*, and then *holding*.

Have, habit, in*habit*, pro*hibit*, ex*hibit*, unin*habit*able, *habit*ation.

CAPIO, (captum,) to take. The primary sense is to take up with the hand.

*Capa*ble, *capt*ion, ac*cept*, antic*ip*ate, per*cept*ion, con*ceive*, per*ceive*, de*ceive*, ex*cept*, eman*cip*ate, in*cap*able, in*cept*ion, in*cip*ient, sus*cept*ible, inter*cept*, miscon*ceive*, muni*cip*al, oc*cupy*, partic*ip*ate, pre*cept*, precon*ceive*, prin*ce*, prin*cip*al, *capt*ive, *cap*acity, and others.

RAPIO, (raptum,) to snatch.

*Ravi*sh, *rapi*ne, rape, *rapa*cious, *rapi*d, *rapt*ure, ab*rept*ion, rapt, en*rapt*ure.

TORQUEO, (tortum,) to twist.

Dis*tort*, tort, re*tort*, ex*tort*, *tort*ure, con*tort*, *tor*ment, ex*tor*tion.

GREEK.

CHEIR, (χειρ,) the hand.

*Chi*rography, *chir*urgeon.

BALLO, (βαλλω,) to cast or throw with the hand.

*Bal*ister, hyper*bole*, para*ble*, pro*blem*, sym*bol*, em*blem*.

NINETEENTH STUDY.

THE FEET.

THE word, *foot*, comes from the Saxon *fot*, and means something *set or placed.*

LATIN.

PES, (pe'dis,) a foot. It means originally that which is spread or put out.

*Ped*al, *pedes*tal, *pedes*trian, bi*ped*, *ped*lar, *ped*dle, *ped*igree, im*pede*, ex*pedi*ent, im*pedi*ment, inex*pedi*ent, quadru*ped*.

AMBULO, (ambulatum,) to walk. It is composed of am and aller, perhaps from ballo, to go or throw about.

Amble, per*ambulate*, am*bulat*ory, ambulate, pre*amble*.

GRA'DIOR, (gres'sus,) to take steps. Its primary sense is a *reach of the foot.*

Grade, *grad*ual, de*grade*, ag*gress*, di*gress*, in*gress*, *egress*, pedi*gree*, pro*gress*, re*grade*, trans*gress*, con*gress*, *grad*uate, de*gree*, retro*grade*.

SALIO, (sal'tum,) to leap. The primary sense is to *spring up* or shoot forward.

*Sali*ent, *sal*ly, as*sail*, ex*ult*, in*sult*, re*sult*, as*sail*ant, as*sault*, *sal*mon.

VESTIG'IUM, a footstep. It comes from a root meaning *to tread.*

Vestige, *vesti*bule, in*vestig*ate.

VI'A, a way. It comes from a root meaning to go, and is the *path* which we go.

De*vi*ate, ob*vi*ate, ob*vi*ous, pre*vi*ous, per*vi*ous, tri*vi*al, *via*duct, imper*vi*ous.

SUR'GO, (surrec'tum,) to rise. The primary sense is to *lift oneself up.*

In*surg*ent, in*surrect*ion, re*surrect*ion, surge, *surge*less.

SIS'TO, or STO, (statum,) to stand. The primary sense is to *set* or place.

State, *stat*ion, as*sist*, co-ex*ist*, con*sist*, *stat*ue, con*sist*ory, de*sist*, ex*ist*, ar*rest*, con*sist*ent, in*sist*, irre*sist*ible, per*sist*, re*sist*, sub*sist*, dis*tant*, in*state*, inter*stice*, sub*stit*ute, sub*stance*, super*stit*ion.

GREEK.

POUS, (πούς, ποδός) a foot. The primary sense is that which is *set.*

Anti*podes*, tri*pod*, poly*pus*.

STASIS, (στάσις,) a standing. The primary sense is *fixed firmly* on the feet or basis.

Apo*stasy*, ec*stasy*, hypo*stasis*, sy*stem*, hydro*statics*.

TWENTIETH STUDY.

THE ORGAN OF SPEECH.

THE word, *speech*, is from the Saxon *spœcan*, and originally meant to thrust out.

LATIN.

LIN'GUA, the tongue; language. The primary sense is to *extend* and *join*.

*Ling*uist, *lang*uage, *ling*ual.

VO'CO, (voca'tum,) to call. The original sense is to *drive out voice* or sound.

*Voc*al, *voc*ation, re*voke*, pro*voke*, ad*voc*ate, con*voc*ation, in*voc*ation, irre*voc*able, equi*voc*al, equi*voc*ate, *voc*abulary, voice, vouch.

FA'RI, (fa'tus,) to speak. The primary sense is to *bear and place* or fix.

F*ate*, *fat*al, af*fa*ble, ineff*a*ble, in*fan*t, in*fan*cy, pre*face*, in*fan*try, *fa*ble, *fi*b.

CLA'MO, (clama'tum,) to cry out. The primary sense is to make a loud noise.

*Clam*or, *clam*orous, claim, *claim*ant, dis*claim*, ex*claim*, pro*claim*, re*claim*, ac*claim*, de*claim*, pro*clam*ation.

PLO'RO, (plora'tum,) to wail. The primary sense is *to strain the voice* in bewailing.

De*plore*, ex*plore*, im*plore*, de*plor*able, unex*plor*ed.

DI'CO, (dic'tum,) to say. The primary sense is to fix or settle.

*Dict*ion, *dict*ionary, *dict*ate, in*dict*, *dict*ator, ad*dict*, bene*dict*ion, e*dict*, in*dite*, pre*dict*, ver*dict*, pre*dic*ate, male*dict*ion, contra*dict*ion.

GREEK.

GLOTTIS, glossa, (γλῶττα or γλῶσσα,) the tongue; language. Its primary sense unites the ideas of *extending* and *smoothing*.

Glottis, epi*glottis*, poly*glot*, *gloss*ary, *gloss*ology.

PHEMI, (φημί,) to tell. The original sense is *push*ing out, as the lips.

Pro*phet*, pro*phet*ic, pro*phes*y, blas*pheme*.

PHRA'ZO, (φραζω,) to relate. The primary sense is that of *leading out* the voice.

Phrase, para*phrase*, peri*phrasis*, peri*phrast*ic.

LEX'IS, (λέξις,) a word. It comes from the root, *lego*, to speak, or draw out connectedly.

*Lexic*on, *lexic*ography.

Logos, (λόγος,) speech, reason. Its primary sense is to connect and draw out, as the voice.

*Log*ic, dia*log*ue, philo*logy*, apo*logy*, ana*logy*, cata*log*ue, apo*log*ue, deca*log*ue, eu*logy*.

Ep'os, (ἔπος,) a speech, a poem. It comes from ἔπω, to speak or thrust out the lips.

*Ep*ic, orthoëpy.

TWENTY-FIRST STUDY.

MUSCULAR ACTION.

Action is from the Latin root, *ago*, to drive or move. The action of the muscles in moving the bodily organs makes us acquainted with all other actions. The Saxons formed nearly all their verbs by placing the verbs, *gan*, *agan* and *anan*, meaning to MOVE, TAKE TO or GIVE FROM ONESELF, to the names of things. These three kinds of action, arising out of the motion of the muscles, are the source of all others. They are modified by the *hands*, *feet* and the other bodily organs.

LATIN

Mo'veo, (mo'tum,) to move. The primary sense is to shove or urge out.

Move, *mot*ion, re*move*, un*moved*, *mov*able, *mot*ive, e*mot*ion, pro*mote*, re*mote*, com*mot*ion, *move*ment, mob.

A'go, (ac'tum,) to do. The primary sense is to drive or put in motion.

Act, *act*or, *ag*ent, *act*ion, *act*ivity, co*g*ent, *ag*ile, *agi*tate, *exig*ent, prodi*g*al en*act*, counter*act*, over*act*, re*act*, reën*act*, trans*act*, man*age*, dam*age*, *act*ual.

E'o, (i'tum,) to go. The primary sense is to move or pass away.

Amb*ient*, ex*it*, in*it*ial, trans*ient*, iss*ue*, amb*it*ious, per*ish*, *it*erate, *it*inerant, ob*it*uary, sed*it*ion, trans*it*, trans*it*ive.

Va'do, (va'sum,) to go forth. The primary sense is moving forcibly.

E*vade*, in*vade*, e*vas*ion, per*vade*, wade.

Tendo, (ten'sum. or ten'tum,) to stretch; to go forward, or obtain.

Tend, at*tend*, con*tend*, dis*tend*, at*tent*ion, ex*tend*, ex*tent*, in*tend*, in*tent*, in*tense*, por*tend*, pre*tend*, pre*tense*, sub*tend*, superin*tend*, tense, *tens*ion, tent, *tend*on.

VE'NIO, (ven'tum,) to come. The primary sense is to fall upon or happen in going, to obtain.

*Con*vene, con*vent*, co*venant*, e*vent*, in*vent*, pre*vent*, circum*vent*, ad*vent*, ad*vent*ure, *vent*ure, ave*nue*, contra*vene*, inter*vene*, reve*nue*, super*vene*, e*vent*ual.

DO, (da'tum,) to give. The primary sense is that of yielding up.

*Do*nor, *do*nation, par*don*, date, ad*d*, con*dition*, e*dit*, mis*date*, ren*d*er, sub*due*, tra*dition*, surren*d*er, trai*tor*, e*dit*or.

VA'LEO, to be strong. The primary sense is to *strain* so as to reach a point.

*Val*id, *valor*, *val*ue, *val*iant, a*vail*, con*val*escent, pre*vail*, counter*vail*, pre*val*ent, in*val*id, equi*val*ent.

POS'SUM, to be able. The primary sense is that of strength, from straining.

*Poss*ible, im*possible*, *puissant*.

PO'TENS, (potentis,) power. The primary sense is *strong* in body.

Potent, im*potent*, omni*potent*, *potent*ial, pleni*potent*iary.

AR'CEO, to hinder, restrain.

Co*erce*, ex*ercise*, unex*ercise*d.

CE'DO, (cessum,) to yield. The primary sense is to *fall back* from a position.

Cede, cease, *cession*, abs*cess*, ac*cede*, ance*s*tor, con*cede*, de*cease*, ex*ceed*, ex*cess*, acce*ss*ible, inter*cede*, pre*cede*, pro*ceed*, se*cede*, suc*ceed*, pro*cess*, suc*cess*, re*cess*, prede*cess*or, prece*d*ence.

CUR'RO, (cur'sum,) to run. The primary sense is to rush forward.

*Curr*ent, *curs*ory, *cors*air, course, con*cur*, con*course*, dis*course*, dis*cussion*, ex*cursion*, in*cur*, oc*cur*, re*course*, re*cur*, suc*cor*, *curr*ency, *car*eer, pre*cursor*, in*cursion*.

DUCO, (ductum,) to lead. The primary sense is to *draw out*, or draw.

Duct, duke, ad*duce*, con*duce*, de*duce*, e*duce*, in*duce*, intro*duce*, con*duct*, miscon*duct*, pro*duce*, re*duce*, se*duce*, tra*duce*, e*duc*ate, de*duct*, de*duct*ion, in*duce*ment, in*duct*ive, e*duc*ation.

DURUS, hard. The primary sense is *firm* or *resisting*.

*Dur*able, *dur*ance, en*dure*, ob*dur*ate, in*dur*ated.

ARS, (ar'tis,) art, skill. The primary sense is *strength*, and arose from effort.

Art, *artist*, *artis*an, *art*ful, *art*less, in*ert*, *art*ifice.

GERO, (gestum,) to carry.

*Gest*ure, gest, *gesta*tion, con*gest*ion, di*gest*, indi*gest*ion, belli*ger*ent, sug*ges* , reg*ister*.

MANEO, (mansum,) to stay.

*Mans*ion, manse, im*man*ent, per*man*ent, r*emain*, rem*nant*.

QUIES, (quietis,) rest.

Qui*et*, ac*quiesce*, dis*quiet*, coy, re*quiem*, un*quiet*.

TRUDO, (trusum,) to thrust; to push.

Abs*truse*, de*trude*, in*trude*, ob*trude*, pro*trude*, re*trude*, unob*trus*ive.

FIR'MUS, strong. The primary sense is that which is *hard* and resists pressure.

Firm, af*firm*, con*firm*, in*firm*, un*firm*, *firm*ament, in*firm*ity.

RI'GEO, to be stiff. The primary sense is *stiff* by extending.

*Rig*id, *rig*idity, *rig*or.

RO'BUR, strength. The primary sense is firm resistance.

Robust, cor*robor*ate.

SOLI'DUS, solid. The primary sense is *firm* by pressure.

Solid, *solid*ity, con*solid*ate, *solder*, *solid*ify.

CA'VEO, (cautum,) to beware. The primary sense is to *yield*, and then draw back.

*Caut*ion, in*caut*ious, pre*caut*ion.

AR'GUO, to argue. The primary sense is that of *straining* or driving.

Argue, un*argu*ed, *argu*ment, *argu*mentative.

FAL'LO, (fal'sum,) to deceive. The primary sense is to fail or give way.

Fail, false, *fall*acious, *falt*er, *fault*, de*fault*, *fall*ible, *fall*acy, *fals*ify, in*fall*ible.

PA'TIOR, (patiens, passus,) to suffer. The primary sense is *holding out* under pressure.

Patient, *patien*ce, *pass*ion, *pass*ionate, com*pass*ionate, im*pass*ioned, *pass*ive, im*pass*ive, *pass*ible, im*pass*ible.

CAU'SA, cause. The primary sense is that of urging or driving.

Cause, ac*cuse*, ex*cuse*, *causa*tion, unac*cus*ed.

GREEK.

A'GO, (ἄγω,) to lead. The primary sense is that of *urging*, and then leading.

Dem*agog*ue, ped*agog*ue, strat*ag*em, syn*agog*ue.

DU'NAMIS, (δύναμις,) power. The primary sense is *strength*.

*Dynam*ics, *dynast*y.

DUS, (δυς,) bad. The primary sense is that of *resistance* or straining.

*Dys*pepsia, *dys*entery, *dys*phony.

PRASSO, (πρασσω,) to do or make. The primary sense is *using or putting forth strength*.

Practice, *practic*al, *practic*able, im*practic*able, praxis, *pragmatic*al.

SPAO, (σπαω,) to draw. The primary sense is *stretching* or pulling.

*Spas*m, *spas*modic, epi*spas*tic.

TO'NOS, (τόνος,) tone. The primary sense is *tension*, and arises from stretching.

Tone, *ton*ic, tune, mono*tone*, semi*tone*, un*tun*ed, a*ton*ic.

TWENTY-SECOND STUDY.

THE SENSES.

THE word, *sense*, is from the French *sens* and the Latin *sentio*, to know by feeling. The sense of sight refers chiefly to the mind: hearing is the sense of the heart.

LATIN.

SEN'TIO, (sensum,) to know by the senses. The primary sense is to *feel*, or *apprehend* by feeling.

Sense, *sens*ual, scent, *sent*ence, *sent*iment, con*sent*, *sent*inel, dis*sent*, non*sense*, re*sent*, *sent*ient, *sens*itive, pre*sent*iment.

AU'DIO, (audi'tum,) to hear. The primary sense is that of directing the ear.

*Audi*ble, in*audi*ble, *audi*ence, *audi*tor, *audi*tory, obe*dient*.

SO'NUS, a sound. The primary sense is that of *stretching* or reaching the ear.

Sound, *sono*rous, re*sound*, con*son*ant, diss*on*ant, uni*son*.

LUX, (lu'cis,) and lu'men, light. The primary sense is that of *darting*, as rays.

*Luci*d, pel*luci*d, trans*luci*d, e*luci*date, il*lumin*ate, *lumin*ary, *luci*fer, *luc*ubration.

OC'ULUS, the eye. The primary sense is what is *covered*.

*Ocu*lar, *ocul*ist, bin*ocu*lar, in*ocul*ate.

CAN'DEO, to glow, as a red-hot substance. It is taken from fire.

Candy, *kindl*e, en*kindl*e, *cand*or, *cand*id, *cand*idate, cense, *cens*er, in*cense*, in*cend*iary.

CLA'RUS, clear or bright. The primary sense is *open* to light.

Clear, *clar*ify, *clar*ion, de*clare*.

FLAM'MA, a flame. The primary sense is *glowing* or shooting up in light.

Flame, in*flame*, in*flam*mable, *flam*beau.

FUL'GO, to shine. The primary sense is *breaking forth* of light.

*Fulg*ent, ef*fulg*ent, re*fulg*ence.

FU'MUS, smoke. The primary sense is vapor or smoke.

Fume, per*fume*, *fumi*gate.

PA'RIO, (par'itum,) to be present. The primary sense is *coming into view*.

Ap*pear*, *appar*ent, peer, disap*pear*, trans*par*ent.

SPE'CIO, (spec'tum,) to look with the eye. The primary sense is *opening the eye*.

A*spect*, *spect*acle, *spec*ulate, au*spic*e, circum*spect*, con*spic*uous, de*spise*, de*spite*, re*spect*, disre*spect*, ex*pect*, per*spic*uity, in*spect*ion, per*spect*ive, pro*spect*, retro*spect*, su*spect*, *spect*re, *spec*ify.

VID'EO, (vi'sum,) to see. The primary meaning is to move and direct the eye.

*Vis*ion, *vis*ible, *visa*ge, *visit*, *vis*or, de*vise*, *evid*ent, pro*vide*, improv*id*ent, inv*id*ious, inv*is*ible, pur*vey*, sur*vey*, super*vise*.

IMA'GO, (imag'inis,) an image. The primary sense is a likeness, and arises from the eye.

Image, *imag*ery, *imag*ine, *imag*inary.

SA'PIO, to taste or know by tasting. The primary sense is *proving* with the taste.

Sapid, in*sipid*, *sapi*ent, *sav*or, un*sav*ory.

GUS'TO, (gus'tatum,) to taste. The primary sense is to *rouse* the taste.

Gust, dis*gust*, *gust*ful, dis*gust*ing.

CA'LEO, to be warm, or burn.

*Cal*id, *cal*ify, *cal*orie, in*cal*escence.

FRI'GUS, (fri'goris,) cold. The primary sense is to *make stiff*.

*Frig*id, *frig*idity, re*frig*erate, re*frig*erator.

PLA'NUS, even, level. The primary sense is smooth or even to the touch.

Plane, plain, ex*plain*, ex*plan*atory.

PO'LIO, (poli'tum,) to polish. The primary sense is to make smooth to the toueh.

*Poli*sh, re*poli*sh, un*poli*shed, *poli*te.

PUN'GO, (punetum,) to prick. The primary sense is a *point* of feeling.

*Pung*ent, *punc*ture, ex*punge*, com*punc*tion, *punctu*ation, *punct*ilious.

SU'DO, (suda'tum.) to sweat. The primary sense is to flow out and be moist.

*Swea*t, ex*ude*, *sud*orific.

AR'DEO, (ar'si,) to burn. The primary sense is to be *hot*.

*Ard*or, *ard*ent, *ars*on.

EXTERUS, outer.

*Exter*ior, *extern*al, *extra*neous, *extreme*, *strange*, *extrins*ic.

PROBO, (brobatum,) to try. The primary sense seems to be to *taste*.

*Proba*ble, probate, proof, prove, ap*prove*, ap*proba*tion, re*prove*, disap*prove*, im*prove*, im*proba*ble, re*proba*te.

SEVERUS, severe. The primary sense is *harsh* or *rough* to the taste.

Severe, *sever*ity, per*severe*.

ACIDUS, sharp. The primary sense is *sharp*, from acies, an edge or point.

Acid, *acid*ity, *acid*ulate, sub*acid*.

A'CER, (acris,) sour or pungent. The primary sense is *sharp* to the taste.

Acrid, eager, over-*eager*, *acer*bity, ex*acer*bate.

TANGO, (tactum,) to toueh. The primary sense is to *draw* or move along, as the finger.

Taet, con*tact*, *tang*ent, con*ting*ent, con*tig*uous, *tangi*ble, in*tangi*ble, con*tag*ion, con*tig*uity.

Odor, a scent or smell.

Odor, *odo*rous, in*odo*rous, *odo*riferous.

Oleo, to emit odor.

*Ol*factory, re*dol*ent.

GREEK.

Akou'o, (ἀκούω,) to hear. The primary sense is to *raise* or *point* the ear.

*Acous*tics, o*tacous*tic.

Pho'ne, (φωνή.) a sound.

*Phon*ics, eu*phon*y, sym*phon*y, *phon*ology.

Phos, (φῶς,) light. That which shines out or appears.

*Phos*phate, *phos*phorous, *ph*otometer.

Op'tomai, (ὄπτομαι,) to see. The primary sense is to see by using the eye.

*Optic*s, *optic*al, syno*ps*is, *oph*thalmia, dio*ptr*ics.

Ora'ma, (ὅραμα,) a sight or view.

Pan*orama*, dio*rama*.

Phai'no, (φαίνω,) to appear. The primary sense is *to come into view* by shining.

*Phen*omenon, dia*phan*ous, *phan*tom, *fan*atic, *fan*cy, *fan*tasy, epi*phany*, syco*phant*, *phan*tasm, phase.

Thea'omai, (θεάομαι,) to behold. *Theatron*, (θεατρον,) an edifice in which spectacles were seen. The primary sense of the verb is to *fix*, as the eye, in seeing attentively.

Theatre, *theatr*ical.

Sko'peo, (σκοπέω,) to observe. The primary sense is to stretch or *strain* so as to see to the end.

Scope, tele*scope*, micro*scope*, epi*scop*ate, epi*scop*al, bi*shop*.

Ox'us, (ὀξὺς,) sharp, acid. The primary sense is sharp or stinging to the taste.

*Ox*alic, *ox*ide, *oxy*gen.

TWENTY-THIRD STUDY.

THE SOUL.

The word, *soul*, is from the Saxon *sawl*, and means life or breath.

LATIN.

Sum, I am. *Es'se*, to be. *Ens*, (entis.) being. *Futu'rus*, about to be. The sense of the verb is to be *set* or *fixed*, and arises from consciousness.

*Ess*ence, *ess*ential, co-*ess*ential, inter*est*, disinter*est*ed, un*ess*ential, *ent*ity, non*ent*ity, future, *futur*ity, ab*sent*, pre*sent*.

Am'o, (ama'tum,) to love. The primary sense is a *reaching forth*, as of the heart.

Amour, *amat*ory, *ami*able, para*mour*, en*amor*ed, *ami*ty, *ami*cable, *amor*ous.

An'go, (anxi,) to vex, to be angry. The primary sense is to *press* so as to choke utterance.

*Ang*er, *ang*uish, *anxi*ety, *anxi*ous.

Mi'rus, strange. The primary sense is to *hold back* or suspend.

Ad*mire*, *mir*acle, *mir*ror, *mir*aculous, unad*mir*ed.

So'lor, (sola'tus,) to soothe. The primary sense is to *strengthen* or settle.

*Sol*ace, con*sole*, discon*sol*ate, incon*sol*able.

Spe'ro, to hope. The primary sense is to *reach* or stretch after.

De*spair*, de*sper*ate, pro*sper*, unpro*sper*ous.

Ve'reor, to fear. The primary sense is to draw within oneself.

Re*vere*, re*ver*ent, irre*ver*ent, re*ver*end, re*ver*ential.

Pla'ceo, to quiet or please. The primary sense is to make smooth.

Com*plac*ent, please, dis*please*, *pleas*ant, un*pleas*ant, com*plais*ance, com*plac*ence.

Tim'eo, to fear. The primary sense is to shake or fall back.

*Tim*id, *timo*rous, in*timi*date.

Ter'reo, (ter'ritum,) to affright. The primary sense is to shrink or shiver.

Terror, de*ter*, *terr*ible, *terrify*, un*terrified*.

Sci'o, to know. *Scientia*, knowledge. The primary sense of the verb is to take up or draw within.

Science, *sci*olist, con*science*, omni*science*, pre*science*, con*scio*usness.

Re'or, (ra'tus,) to think or judge. The primary sense is to *cast or throw up, and then fix in the mind.*

Rate, mis*rate*, over*rate*, under*rate*, *rat*io, *reas*on, *rat*ional.

Nos'co, (no'tum,) to know. *No'men*, a name. The primary sense is to *set* or *fix*.

Note, *not*ion, cog*nit*ion, de*note*, recog*nit*ion, recog*nize*, nomen, *nomin*al, *nomin*ate, name, noun, pro*noun*, mis*nomer*, *nomen*clature, *not*ice.

Mem'ini, to remember. The primary sense is to *hold* or contain.

*Memor*y, *mind*ful, *memor*able, com*memor*ate, memoir, im*memor*ial, unre*membered*, *memor*ial, re*minis*cence.

Cre'do, (credi'tum,) to believe. The primary sense is to *rest upon.*

Creed, *cred*it, ac*cred*it, dis*cred*it, in*cred*ible, mis*creant*, re*creant*, un*cred*ible *cred*itor, *cred*ential, *cred*ulous.

Clem'ens, (clemen'tis,) kind, merciful. The primary sense is *smooth.*

Clement, in*clement*, *clemency*.

Fi'do, to trust. The primary sense is to strain and make fast.

Faith, *faith*ful, *fide*lity, *fealty*, feoff, feud, af*fiance*, fief, con*fide*, de*fy*, in*fidel*, dif*fidence*, per*fidy*, af*fianced*.

Ve'rus, true. The primary sense is to make straight.

*Ver*ity, *ver*acity, a*ver*, *ver*dict, *ver*ily, *ver*itable, *ver*ify.

Sa'gus, wise. The primary sense is seeking,

Sage, *sag*acity, *sag*acious, pre*sage*.

Vo'lo, to will or wish. The primary sense is to *stretch forward.*

*Voli*tion, *vol*untary, bene*vol*ence, male*vol*ence, in*vol*untary, *vol*unteer.

Cano, (cantum,) to sing.

Chant, cant, ac*cent*, de*cant*, re*cant*, en*chant*, canto, in*cant*ation, *cant*icle.

Cen'seo, to judge.

*Cens*or, *cens*ure, cense, *cens*us, *censor*ious.

Do'leo, to grieve.

Dole, con*dole*, in*dol*ent, *dol*orous.

Æ'quus, equal, just.

*Equ*al, *equ*alize, in*equ*al, un*equ*al, ad*equ*ate, *equ*ity, in*iquity*, *equ*ator, *equ*ation, *equ*ilibrium, *equ*inox, *equ*ivalent.

Æsti'mo, (æstima'tum,) to value.

Esteem, estimate, *estim*ation, *estim*able, in*estim*able.

Jo'cus, a joke.

Joke, *joc*ose, *joc*und.

Intra, Intus, within.

*Inter*nal, *inter*ior, *int*imate, *int*estine, *intr*insic.

I'ra, anger.

Ire, *ira*scible.

Leg'o, (lectum,) to gather; to choose; to read.

*Leg*ible, *leg*end, *leg*ion, col*league*, *lec*ture, col*lect*, col*lege*, cull, dia*lect*, *elect*ion, di*lig*ent, e*clect*ic, s*elect*, e*clogue*, recol*lect*, neg*lect*, e*lig*ible, intel*lect*, *cleg*ant, *less*on, pre*lect*, sacri*lege*.

GREEK.

Phren, (φρην,) the mind. The primary sense is to move or wish.

*Fran*tic, *frenzy*, *phren*ology.

Psu'che, (ψυχὴ,) the soul. The primary sense is *life* or breath.

*Psych*ology.

Au'tos, (αὐτὸς,) oneself.

*Auto*crat, *auto*graph, *auto*maton.

Dox'a, (δοξα,) an opinion. The primary sense is that which is thought.
Ortho*dox*, hetero*dox*, para*dox*, *dox*ology.

Gno'me, (γνώμη,) reason. *Gnosis*, (γνωσις,) knowledge.
*Gnos*tic, pro*gnos*tic, dia*gnosis*.

Mne'me, (μνήμη,) memory. The primary sense is to *hold* or contain.
*Mnem*onics, a*mnes*ty.

Phi'los, (φίλος,) a friend. The primary sense is to embrace or kiss.
*Phil*anthropist, *Phil*adelphia, *phil*ologist, *phil*osophy.

Skep'tomai, (σκεπτομαι,) to examine. The primary sense is to look about.
*Skept*ic, *skept*ical, *skept*icism.

So'phia, (σοφία,) wisdom. The primary sense is holding or containing.
Sophism, *sophistry*, *sophisticated*, un*sophisticated*.

Or'thos, (ὀρθος,) straight or right.
*Ortho*dox, *ortho*graphy, *ortho*ëpy, *ortho*ëpist.

Ho'mos, (ὁμὸς,) like. The primary sense is the same.
*Homo*geneous, *homo*logous, *homo*geneal.

CHAPTER V.

SOCIETY.

SOCIETY, in all its forms, is only varieties of man's social nature.

TWENTY-FOURTH STUDY.

SOCIETY.

THE word, *society*, comes from the Latin, through the French, and means fellowship.

LATIN.

So'cius, a companion. The primary sense is to *follow*.
*Soci*able, *soci*al, as*soci*ate, con*soci*ate, un*soci*able.

Spon'deo, (spon'sum,) to promise. The primary sense is to *send to*.
*Spons*or, spouse, corre*spond*, de*spond*, re*spond*, re*sponse*, e*spouse*, re*spons*ible, irre*spons*ible.

MITTO, (mis'sum,) to send. The primary sense is going away.

*Miss*ion, *mess*age, ad*mit*, com*mit*, com*miss*ion, de*mise*, de*mit*, *emit*, dis*miss*, inter*miss*ion, *miss*ile, *miss*ive, o*mit*, inad*miss*ible, inter*mit*, re*mit*, manu*mit*, per*mit*, pro*mise*, sur*mise*, trans*mit*, sub*mit*.

SUA'DO, (sua'sum,) to advise. The primary sense is to *urge* or excite.

Per*suade*, diss*uade*, diss*uas*ive, *suas*ion.

VE'NIO, (ven'tum,) to come. The primary sense is to appear or pass into view.

Event, ad*vent*, *vent*ure, ad*vent*ure, contra*vene*, con*vene*, cove*n*ant, con*vent*, con*veni*ent, in*vent*, inconve*ni*ent, inter*vene*, super*vene*, perad*vent*ure, re*ven*ue, a*ven*ue, uncove*n*anted.

PE'TO, (petitum,) to seek. The primary sense is to *urge* or press.

*Petit*ion, com*pete*, im*pet*uous, com*pat*ible, com*pet*ent, re*peat*, re*petit*ion, ap*petite*, *petul*ant.

HO'NOR, honor. The primary sense is placed upon.

Honor, *honor*ary, *honor*able, dis*honor*, *hon*est, *hon*esty, dis*hon*est.

DIG'NUS, worthy. The primary sense is good or strong.

*Dign*ity, in*dign*ity, deign, con*dign*, dis*dain*, in*dign*ant.

CER'TO, to contend. The primary sense is to *set* or place.

Con*cert*, disconcert, preconcerted.

CEL'EBER, famous. The primary sense is *lifted* up.

*Celebr*ate, *celebr*ated, *celebr*ity.

MINIS'TER, a servant. The primary sense is *less*.

Minister, *ministr*y, *minister*ial, ad*minister*, *minstr*el.

MOS, (mo'ris,) a custom. The primary sense is to *pass* or flow on.

*Mor*al, *mor*alist, im*mor*al, de*mor*alize.

SEQUOR, (secutus,) to follow. The primary sense is to *seek after*.

Sue, en*sue*, con*secut*ive, ex*ecute*, con*sequ*ence, per*secute*, pros*ecute*, non*suit*, ob*sequ*ies, *sequ*ence, subs*equ*ent, purs*ue*, uns*uit*able.

EXEM'PLUM, an example; a copy or model.

Example, *exempl*ar, *exempl*ify, sample, *sampl*ar.

FŒ'DUS, (fœ'deris,) a league.

*Feder*al, con*federate*, con*federacy*.

HÆ'RES, (hære'dis,) an heir.

Heir, co*heir*, in*her*it, *hered*itary.

HOS'PES, (hos'pitis,) a host; one who entertains strangers.

Host, *hospit*ality, *hospit*able.

LAUD'O, to praise.

Laud, *laud*able.

MI'GRO, (migratum,) to remove.

Migrate, *migrat*ion, e*migrate*, im*migrate*, inter*migrat*ion, trans*migrate*.

Ro'GO, (roga'tum,) to ask.

Rogation, ab*rogate*, de*rogate*, inte*rogate*, pre*rogative*, pro*rogue*, sur*rogate*, inter*rogatory*.

TES'TIS, a witness.

Test, *testament*, *testify*, *testimony*, at*test*, con*test*, de*test*, incon*testible*, pro*test*.

GREEK.

NO'MOS, (νόμος,) a law. The primary sense is to *divide*, or separate.

Anomaly, anti*nomy*, anti*nomian*, astro*nomy*, deutero*nomy*, e*conomy*.

ETH'OS, (ἔθος,) a custom. The primary sense is *settled*.

Ethics, *ethical*.

STEL'LO, (στελλω,) to send. The primary sense is to urge forth.

Apo*stle*, epi*stle*, peri*staltic*, sy*stole*.

CHARIS, (χαρις,) favor or grace. The primary sense is dear or precious.

Eu*charist*, charity.

TWENTY-FIFTH STUDY.

THE NATION.

THE word, *nation*, is of Latin origin, and means that which is born.

LATIN.

CIVIS, a citizen. The primary sense is inclosed or shut in, cities being inclosed in ancient times.

Civic, *civil*, un*civil*, *civilian*, *civilize*, *civility*, *city*.

IM'PERO, to command. The primary sense is to *bear upon*.

Imperial, *imperious*, *imperative*, empire, *emperor*.

CRI'MEN, (crim'inis,) a crime. The primary sense is separated or judged.

Crime, *criminal*, re*criminate*, dis*criminate*, indis*criminate*.

LE'GO, (lega'tum,) to appoint. The primary sense is to *lay* upon, as a message.

Legate, *legation*, *legacy*, ob*lige*, al*lege*, de*legate*, col*league*.

MUNUS, (mu'neris,) an office or gift.

Municipal, *munificence*, com*mon*, com*mune*, com*municate*, im*munity*, re*munerate*, uncom*mon*, com*munity*.

PLEBS, (ple'bis,) the common people.

Plebeian.

Pop'ulus, the people. The primary sense is the *whole family*, or children.

People, *popul*ace, *popul*ar, de*popul*ate, re*people*.

Tur'ba, a crowd. The primary sense is to *stir* or turn.

*Turb*id, dis*turb*, imper*turb*able, dis*turb*ance, per*turb*, undis*turb*ed.

Vinco, (vic'tum,) to conquer. The primary sense is to press upon and subdue.

In*vinc*ible, *vict*or, *vanq*uish, con*vince*, *evict*, *evince*, con*vinc*ible, pro*vince*.

Vin'dex, (vin'dicis,) a defender. The primary sense is to subdue.

*Vindic*ate, a*venge*, re*venge*, unre*venge*d.

Vul'gus, the people. The primary sense is to crowd out, and be public.

*Vulg*ar, *vulg*arity, div*ulge*, undiv*ulge*d.

Re'go, (rec'tum,) to direct or rule. The primary sense is to point out.

*Reg*ent, *reg*al, *rect*or, *reg*iment, *reg*ion, *reg*nant, reign, right, e*rect*, cor*rect*, di*rect*, indi*rect*, incor*rect*, *reg*ulate, ar*rect*.

Concili'um, an assembly, or council. The primary sense is that which is called.

Council, *concili*ate, re*concile*, re*concili*ation.

Classis, a class. The primary sense is inclosed or collected together.

Class, *class*ic, classis, *class*ify, *class*ification.

Man'do, (manda'tum,) to give a charge to.

Mandate, com*mand*, com*mend*, de*mand*, re*mand*, recom*mend*.

Mi'les, (mil'itis,) a soldier.

Militia, *milit*ary, *milit*ate, *milit*ant.

Nor'ma, a rule.

*Norm*al, *enormo*us, *enormi*ty.

Nun'cio, to announce.

An*nounce*, de*nounce*, e*nunci*ate, nuncio, re*nounce*, pro*nounce*.

Pœ'na, punishment.

*Pen*al, *pen*alty, *pen*ance, *pen*itence, *pen*itentiary, im*pen*itent, re*pent*, sub*pœna*.

Pu'nio, (punitum,) to punish.

*Puni*sh, *puni*tive, im*puni*ty.

Scin'do, (scissum,) to cut off.

*Sciss*ors, re*scind*, ab*scind*, *scant*ling.

Sig'num, a sign, a seal.

Sign, *sign*al, *sign*ify, as*sign*, con*sign*, de*sign*, en*sign*, re*sign*, *sign*et, counter*sign*, *sign*ificant.

Sors, (sor'tis,) a lot, chance.

Sort, as*sort*, con*sort*, re*sort*, *sort*ition.

Trib'uo, (trib'utum,) to render or give.

Tribute, at*tribute*, con*tribute*, dis*tribute*, re*tribut*ion, *tribut*ary.

CRUX, (crucis,) a cross.
Cross, ex*cruci*ate, *crucifix*, *crusade*, *crucify*, ex*cruci*ating.

CUL'PA, a fault.
Culpable, *culprit*, ex*culpate*, in*culpate*.

HOS'TIS, an enemy.
Host, *hostile*, *hostility*.

JU'DICO, (judica'tum,) to judge.
Judge, *judicious*, *judicial*, *judiciary*, pre*judice*, ad*judge*, fore*judge*, in*judicious*.

GREEK.

ETH'NOS, (ἔθνος,) a nation. The primary sense seems to be a *heath*.
Ethnic, *ethnology*.

DESPO'TES, (δεσποτης,) a lord. The primary sense is power or force.
Despot, *despotic*, *despotism*.

DEMOS, (δημος,) the people.
Demagogue, *democracy*, *democrat*, epi*demic*, en*demic*.

KRI'TES, (κριτης,) a judge. The primary meaning is to *sift* or separate.
Critic, *critical*, hyper*critic*, hypo*crisy*.

LA'OS, (λαὸς,) the people. The primary sense is *stone*, from their fabled origin.
Lay, *layman*, *laity*, *laic*.

TWENTY-SIXTH STUDY.

THE CHURCH.

THE word, *church*, comes through the Saxon from the Greek, and means the *Lord's house*.

LATIN.

PIO, (pia'tum,) to satisfy by sacrifice. The primary sense is to pacify.
Ex*piate*, ex*piatory*, *piacular*.

SACER, consecrated. The primary sense is to *separate* to a religious use.
Sacred, con*secrate*, de*secrate*, *sacrifice*, *sacrilege*, ex*ecrate*, *sacerdotal*, *sacrament*.

SAN'CIO, (sanctum,) to consecrate. The primary sense is to *make clean*.
Saint, *sanctify*, *sanctified*, *sanctity*, *sanctuary*, *sanctimonious*.

O'RO, (ora'tum,) to pray. The primary sense is to *move the lips*, as in prayer.

*Ora*cle, *ora*tion, *ori*son, ad*ore*, exo*ra*ble, inexo*ra*ble, *ora*cular, pero*ra*tion.

VO'VEO, (votum,) to vow. The primary sense is to devote to God.

Vow, *vo*tary, vote, *vo*tive, a*vow*, de*vote*, *covet*, de*vout*, devo*t*ion, de*vote*e.

FA'NUM, temple.

Fane, pro*fane*,

MER'GO, (mer'sum,) to dip, to sink.

Merge, *emerge*, *emerge*ncy, im*mers*ion.

GREEK.

CHRISTOS, (χριστος,) the anointed. The primary sense is one set apart by anointing.

Christ, *chris*m, *Christ*ianity, *Christ*mas.

HIEROS, (ἱερὸς,) sacred. The primary sense is set apart to a religious use.

*Hier*archy, *hier*oglyphics.

BAPTIZO, (βαπτίζω,) to baptize. A rite of the Christian Church.

Baptize, *baptis*m, *baptis*mal, pedo*baptis*ts.

MARTUR, (μαρτυρ,) a witness.

Martyr, *martyr*dom, proto*martyr*.

CHAPTER VI.

BUSINESS.

THE pursuits of man arose gradually out of one another, and took their names from bodily and mental actions, or the object of pursuit.

TWENTY-SEVENTH STUDY.

AGRICULTURE.

THE word, *agriculture*, comes from two Latin words, signifying to till the field.

LATIN.

A'GER, (a'gri,) a field. The primary sense is a cleared or open place.

*Agra*rian, *agri*culture, *agri*culturist, pere*gri*nate.

Co'LO, (cul'tum,) to cultivate. The primary sense is to dwell or settle down.

*Col*ony, *col*onist, oc*cult*, *cult*ure, agri*cult*ure, horti*cult*ure.

A'RO, to plough. The primary sense is to thrust forward.

*Ar*able.

HORTUS, a garden. The primary sense is a hedged place.

*Horti*culture, *horti*cultural.

JUNGO, (junc'tum,) to join. The primary sense is to *extend*, and then yoke.

*Junct*ion, join, ad*join*, con*join*, dis*join*, en*join*, inter*join*, joint, re*joint*, dis*join*, *join*er, ad*junct*, con*jug*al, con*junct*ion, in*junct*ion, sub*jug*ate, sub*junct*ive.

PUTO, (putatum,) to think. The primary sense is lop off or *prune*.

Com*pute*, am*putate*, de*pute*, dis*pute*, im*pute*, re*pute*, de*put*ation, coun*t*, account, rep*ut*ed, discount.

RA'DIUS, a rod. The primary sense is a *shoot*.

Radius, *radi*ate, ir*radi*ate, ray, *radi*ance.

SPAR'GO, (spar'sum,) to scatter. The primary sense is to cast abroad, as seed.

A*sperse*, di*sperse*, inter*sperse*, sparse.

FLEC'TO, (flex'um,) to bend.

*Flex*ion, *flex*ible, de*flect*ion, circum*flex*, re*flect*, in*flect*, in*flect*ion.

HU'MUS, the ground.

In*hume*, ex*hume*, *humi*d, *humi*dity, *hum*ble, *humo*r, *humi*lity, ex*huma*tion.

PE'CUS, a herd or flock, cattle.

*Pecu*late, *pecu*liar, *pecu*niary.

VI'NUM, wine.

Vine, *vine*gar, *vine*yard, *vin*tage, *vino*us.

TWENTY-EIGHTH STUDY.

HUNTING AND FISHING.

THE word, *hunt*, is from the Saxon *huntien*, and means to urge or drive.

LATIN.

FE'RA, a wild beast.

*Fero*cious, *fier*ce.

FU'GIO, (fu'gitum,) to flee. The primary sense is to *fly* or haste.

Re*fuge*, subter*fuge*, *fugi*tive, centri*fugal*.

Cæ'do, (cæsum,) to cut or kill. The primary sense is to *cut off*, or end.

Con*cise*, de*cide*, ex*cise*, exci*sion*, inci*sion*, pre*cise*, homi*cide*, fratri*cide*, parri*cide*, deci*sive*, sui*cide*, regi*cide*, occa*sion*, circum*cise*.

Se'co, (sec'tum,) to cut. The primary sense is to cut and separate.

Sect, *sect*ion, *secant*, bi*sect*, diss*ect*, in*sect*, inter*sect*ion.

Div'ido, (divisum,) to divide. The primary sense is *separate*, or waste.

Divide, *divis*ible, in*divis*ible, de*vise*, sub*divide*, un*divid*ed.

Do'mo, to tame.

In*dom*itable.

Fligo, (flictum,) to beat.

A*flict*, con*flict*, in*flict*, pro*flig*ate.

Li'go, (liga'tum,) to bend.

*Liga*ment, league, *lia*ble, ob*lige*, al*lege*iance, al*loy*, re*ligi*on, al*ly*.

Nec'to, (nectum,) to tie.

Con*nect*, an*nex*, disconn*ect*, an*nex*ation.

Pan'go, (pac'tus,) to drive in, to fix.

Com*pact*, pact, im*pact*, im*pinge*.

Pel'lo, (pul'sum,) to drive.

Pulse, com*pel*, re*pulse*, dis*pel*, ex*pel*, im*pel*, im*pulse*, pro*pel*, re*pel*, re*pul*sive.

Præ'da, booty, prey.

Prey, de*preda*te, *preda*tory.

Strin'go, (stric'tum,) to bind.

Strict, strain, straight, *string*ent, con*strain*, a*string*ent, di*strain*, di*strict*, re*strain*, re*strict*, unre*strain*ed.

TWENTY-NINTH STUDY.

MECHANICS.

THE word, *mechanic*, comes from the Latin *mechanicus*, a machine.

LATIN.

Stru'o, (struc'tum,) to build. The primary sense is to set or lay.

*Struct*ure, con*struct*, ob*struct*, de*stroy*, de*struct*ion, in*struct*, super*struct*ure, unin*struct*ed, con*strue*, in*strum*ent.

Navis, a ship. The primary sense is to swim.

Navy, *naval*, *navig*ation, *navig*able, circum*navig*ation.

FIGO, (fixum,) to fasten. The primary sense is to join to.
Fix, a*fix*, pre*fix*, trans*fix*, suf*fix*, *fix*ture, cruci*fix*ion.

ROTA, a wheel. The primary sense is to *run round.*
*Rota*ry, *rota*tion, rote, *rout*ine, *rot*und.

AP'TO, to fit or join. The primary sense is juncture.
Apt, ad*apt*, in*ept*, *apt*itude.

FUN'DUS, a foundation. The primary sense is *set.*
*Found*ation, found, *fund*amental, pro*found.*

HÆ'RO, (hæ'sum,) to stick, to adhere. The primary sense is the same.
Ad*here*, co*hes*ive, *hes*itate, in*her*ent, inco*her*ent.

MO'LIOR, (molitus,) to rear or build. The primary sense is to *cast up.*
Mole, de*mol*ish, de*moli*tion.

O'PUS, (op'eris,) a work. The primary sense is to *strain* or exert force.
*Oper*ate, co-*oper*ate, opera, *oper*ation, *oper*ative, *opus*cule.

GREEK.

ERGON, (ἔργον,) a work. The primary sense is to *urge* or press.
En*ergy*, lit*urgy*. *surg*ery, metall*urgy*.

MECHANAO, (μηχανάω,) to contrive. The primary sense is to *fashion*, or make.
*Mechan*ics, *mechan*ical, *mechan*ism, *mechan*ician.

THIRTIETH STUDY.

MANUFACTURES.

THE word, *manufacture*, is composed of two Latin words, meaning to make with the hand.

LATIN.

LI'NUM, flax. The primary sense is *long* or line-like.
*Lin*en, line, *lint*, lawn, gride*lin.*

FI'LUM, a thread. The primary sense is long and thin.
File, de*file*, *fil*acious, *fil*igrane, *fil*let, pro*file.*

PLI'CO, (plica'tum,) to fold. *Plecto*, (plexum,) to twine. The primary sense is to *lay to.*
Ap*ply*, *pli*able, ply, accom*plice*, com*plic*ate, dis*play*, ex*plic*it, im*plic*it, multi*ple*, tri*ple*, im*ply.*

Se'ro, (ser'tum,) to knit together. The primary sense is to *thrust.*
*Ser*ies, as*sert*, de*sert*, dis*sert*ation, ex*ert*, in*sert*, *ser*mon.

Tex'o, (tex'tum,) to weave. The primary sense is to *interlay.*
Text, con*text*, pre*text*, *text*ure.

Tin'go, (tinc'tum,) to dip or dye. The primary sense is to *throw into.*
Tinge, taint, *stain*, *tinct*ure.

Vol'vo, (volu'tum,) to roll. The primary sense is to *press* by rolling.
De*volve*, *evolve*, in*volve*, re*volt*, re*volve*, *volu*me, *volu*ble.

THIRTY-FIRST STUDY.

DISTRIBUTORS—MERCANTILE PURSUITS.

THE word, *merchant*, is from the Latin *mercor*, to buy, and comes to us through the French *marchand.*

LATIN.

Merx, (mer'cis,) merchandise. The primary sense of the root is to *buy.*
*Merch*andise, *merc*antile, com*merce.*

Nego'tium, business. The primary sense is to *go on* a mission.
*Negoti*ate, *negoti*able.

Pen'do, (pen'sum,) to weigh or pay out. The primary sense is to *balance* or weigh.
*Pend*ent, recom*pense*, *pens*ion, *pens*ive, sus*pend*, com*pens*ate, dis*pense*, ex*pend*, indis*pens*able.

Por'to, to carry. The primary sense is to *bear* from place to place.
*Port*er, com*port*, de*port*, port, im*port*ant, ex*port*, im*port*, im*port*une, pass*port*, pur*port*, re*port*, sup*port*, trans*port*, op*port*une.

Pretium, price or reward. The primary sense is *amount* or *value.*
Price, *price*less, ap*preci*ate, de*preci*ate, ap*preci*able, inap*preci*able, ap*preci*ation, de*preci*ation.

Scri'bo, (scrip'sum,) to write. The primary sense is to *grave* or mark.
Scribe, *scrib*ble, *script*ure, *scriv*ener, a*scribe*, scrip, de*scribe*, in*scribe*, pre*scribe*, manu*script*, post*script*, tran*scribe*, sub*scribe.*

Fis'cus, a money-bag, The primary sense is a basket.
Fisc, *fisc*al, con*fisc*ate.

De'beo, (deb'itum,) to owe. The primary sense is to *bind* or press.
Due, debt, debit, *debt*or, *deb*enture.

Ve'ho, (vec'tum,) to carry. The primary sense is to *bear off* or *drive.*
*Vehi*cle, con*vex*, con*vey*, con*voy*, in*veigh.*

GREEK.

PHER'O, (φέρω,) to bear or carry. The primary sense is to *lift* and remove.
Meta*phor*, phos*phor*us, peri*phery*.

POLEO, (πολεω,) to sell. The primary sense is to *go about* and barter.
Mono*poly*, mono*poli*ze, biblio*poli*st.

THIRTY-SECOND STUDY.

TEACHERS.

THE word, *teach*, is from the Saxon word *tœcan*, and means to *lead* or show.

LATIN.

DO'CEO, (doctum,) to teach. The primary sense is to *lead* or show.
*Doct*or, *doc*ile, *doct*rine, *doc*ument, *doct*rinal.

DIS'CO, to learn. The primary sense is *take in* or receive.
*Disc*iple, *disc*ipline.

SUA'DEO, (sua'sum,) to advise. The primary sense is to incite or rouse.
*Suas*ion, per*suade*, dis*suade*, dis*suas*ive.

TRA'DO, (tradi'tum,) to deliver. The primary sense is to *hand down*.
*Trad*ition, *trait*or, be*tray*.

VER'BUM, a word—the written word. The primary sense is to *bear* or press.
*Verb*al, verb, ad*verb*, pro*verb*, *verb*ose.

LIT'ERA, a letter. The primary sense is a *mark*.
Letter, *liter*al, al*liter*ation, il*liter*ate, ob*liter*ate, un*lettered*.

GREEK.

PAIDAIA, (παιδάια,) education. The primary sense is to lead or draw forth, as a child's mind.
*Peda*gogue, *pedant*, *peda*ntic, cyclo*pedia*, encyclo*pedia*.

DIDASCO, (διδάσκω,) to teach. The primary sense is to *divide* and find.
*Dida*ctic, *dida*ctically.

MATHEMA, (μαθήμα,) knowledge or learning. The primary sense is what is learned.
*Mathema*tics, poly*mathy*.

SCHOLE, (σχολὴ,) leisure. The primary sense is freedom from business, leisure.
School, *schol*ar, *schol*astic.

THIRTY-THIRD STUDY.

ARTISTS.

THE word, *artist*, is of Latin origin, and comes from a root signifying strength, and then skill. It arises from muscular action.

LATIN.

MUSA, a muse. The primary sense is to *hum*, or move with a murmur.
Muse, *music*, a*muse*, *mus*eum, *mus*ical.

LI'BER, (li'bri,) a book. The primary sense is *bark*, the material on which men wrote.
*Lib*rary, *lib*el, *libr*arian.

GREEK.

GRAPHO, (γράφω,) to write. The primary sense is to *streak* or mark.
*Graph*ic, auto*graph*, bio*graph*y, ana*gram*, epi*gram*, en*grave*, *graph*ite, litho*graph*, ortho*graph*y, para*graph*, tele*graph*.

HEGESIS, (ἥγησις,) an explanation. The primary sense is to *draw out* and explain.
Exe*gesis*.

GLU'PHO, (γλύφω,) to carve or engrave. The primary sense is to *cut in*.
Glyph, hiero*glyph*ic.

THIRTY-FOURTH STUDY.

LAWYERS.

THE word, *lawyer*, comes from two Saxon words, *laga* and *wer*, and means the *set man*, laga signifving that which is set or laid.

LATIN.

JUS, (ju'ris,) right, or law. The primary sense is *straight*, from extending.
Just, *jus*tice, *jus*tify, ad*just*, in*jure*, *juris*diction.

JURO, to swear. The primary sense is an act of worship.
Ab*jure*, ad*jure*, con*jure*, jury, *juro*r, per*jure*, per*jury*.

JUDICO, (judicatum,) to judge. The primary sense is to *declare what is right.*
Judicial, ad*judge*, pre*judice*, judge, *judici*ary.

LEX, (le'gis,) a law. The primary sense is *set* or laid down.
*Leg*al, *legi*timate, *loy*al, il*leg*al, il*legi*timate, *legi*slate, privi*lege.*

THIRTY-FIFTH STUDY.

DOCTORS.

THE word, *doctor*, is of Latin origin, and means one who teaches.

LATIN.

MEDEOR, to cure.
*Medi*cine, *medi*cal, re*medy*, re*medi*able, irre*medi*able.

MOR'BUS, disease. The primary sense is to fall or sink.
*Morb*id, *morb*osity, cholera-*morbus.*

THIRTY-SIXTH STUDY.

AMUSEMENTS.

THE word, *amusement*, comes from the Latin through the French, and means to divert or turn aside the mind.

LATIN.

LUDO, (lu'sum,) to play.
*Lud*icrous, al*lus*ion, e*lude*, il*lus*ion, pre*lude*, de*lude*, inter*lude.*

PERSO'NA, a mask worn by players. The primary sense is to *sound or speak through*, as a mask.
Person, *person*ify, *person*ate.

CHAPTER VII.

NATURE.

NATURE acts upon the bodily organs, and helps us to many words.

THIRTY-SEVENTH STUDY.

ANIMALS.

THE word, *animal*, is from the Latin, and means *breath* or life.

LATIN.

CA'NIS, a dog. The primary sense is to *fawn.*
*Can*ine, *can*nibal, *ken*nel, un*ken*nel.

AVIS, a bird. The primary sense is to fly.
*Avi*ary, *au*gur, *au*spice, in*au*gurate.

COR'NU, a horn. The primary sense is a sprout.
*Corn*eous, *corn*ea, uni*corn.*

GREX, (gre'gis,) a flock, as of sheep. The primary sense is to come or crowd together.
*Greg*arious, ag*greg*ate, con*greg*ate, *egregi*ous.

PASCOR, (pastus,) to feed. The primary sense is to *reach* or stretch, as in feeding.
Pastor, *pastor*al, *past*ure, re*past.*

VOLO, to fly. The primary sense is to *pass away.*
*Vol*atile, *vol*ley, *vol*atize.

GREEK.

KUON, (κυων.) a dog. The primary sense is to *fawn.*
*Cyn*ic, *cyn*ical, *cyn*osure.

ZO'ON, (ζωον,) an animal. The primary sense is to *breathe* or live.
*Zo*ology, *zo*onomy, *zo*ophyte, *zo*diac, *zo*ography.

KON'CHE, (κογχη,) a shell. The primary sense is *wrinkled.*
Conch, *conch*ology, *conch*oidal.

EN'TOMOS, (ἐντομος,) an insect. The primary sense is to *cut into.*
*Entom*ology, *entom*ologist.

THIRTY-EIGHTH STUDY.

PLANTS.

THE word, *plant*, is of Latin origin, and comes to us through the French. It means a *shoot.*

LATIN.

PLAN'TA, a plant. The primary sense is a shoot, and comes from a root meaning to *lay.*

Plant, im*plant*, sup*plant*, trans*plant*, *plant*ation, im*plant*ed.

AU'GEO, (auxi, auc'tum,) to increase. The primary sense is to *grow* or eke out.

*Aug*ment, *auc*tion, *auct*ioneer, *auth*or, *auth*ority, *aux*iliary.

CAU'DEX, the trunk of a tree. The primary sense is *cut.*

*Codi*cil, code.

CRES'CO, (cre'tum,) to grow. The primary sense is to *enlarge.*

*Cresc*ent, con*crete*, de*crease*, in*crease*, ex*cresc*ent, con*cret*ion, in*cr*ement.

DEN'SUS, thick or close. The primary sense is *pressed* together.

Dense, con*dense*, recon*dense*, *dens*ity, con*dens*ation.

FLOS, (flo'ris,) a flower. The primary sense is to *open* or shoot out.

Flower, *flor*al, flour, *flour*ish, ef*flor*escence, re*flour*ish, *Flor*a, *flor*ist, *flor*id.

FO'LIUM, a leaf. The primary sense is to *roll* or fold.

Foil, *foli*age, mil*foil*, tre*foil*, *foli*ate, folio, port*folio.*

GRA'NUM, a grain of corn. The primary sense is *ground* or dust.

Grain, *gran*ary, *granu*lar, *granu*late, *gran*ite, *garn*et, *gran*ge, pome*grana*te.

MATU'RUS, ripe. The primary sense is to *reach* or fall to, as ripeness.

Mature, *matur*ity, im*mature*, pre*mature.*

POMUM, an apple. The primary sense is to *swell* or dilate.

Pome, *pom*acious, *pom*ice.

RADIX, (radicis,) a root. The primary sense is a *shoot*, rod or stem.

Radix, race, raze, e*radic*ate, *radic*al.

SE'MEN, (sem'inis,) a seed. The primary sense is that which is scattered or sown.

*Semin*al, *semin*ary, dis*semin*ate.

UM'BRA, a shade. The primary sense is to shade or *cut off* by intercepting.

Umbra, *umbrag*eous, *umbrag*e, *umbr*ella, pen*umbra.*

FRU'OR, to enjoy. The primary sense is to use or enjoy.

Fruit, *fruit*ion, *fruct*ify.

ARBOR, a tree.

Arbor, *arbor*ist, *arbor*et.

GREEK.

PETALON, (πεταλον,) a leaf. The primary sense is to *open* or expand.

Petal, *petal*ous, mono*petal*ous, poly*petal*ous.

Bot'ane, (βοτανη,) a plant. The primary sense is that which *feeds* or nourishes.

Botany, *botan*ist.

Biblos, (βιβλος,) a book. The primary sense is the *inner bark*.

Bible, *biblic*al, *biblio*graphy.

THIRTY-NINTH STUDY.

MINERALS.

The word, *mineral*, comes from the Latin through the French, and means *mine*, or vein.

LATIN.

Calx, (cal'cis,) chalk. The primary sense is a *hard mass* or lump.

Chalk, *calc*ine, *calc*arious.

Cal'culus, a little pebble. The primary sense is the same as calx, from which it comes.

Calculus, *calcul*ate, *calcul*ous.

Plumbum, lead. The primary sense is a *lump*—what is heavy.

Plumb, *plumb*er, *plumb*ago.

Ferrum, iron.

*Farr*ier, *farr*iery, *ferru*ginous, *ferru*le.

GREEK.

Chru'sos, (χρυσος,) gold. The primary sense is *yellow*, from its color.

*Chrys*olite, *chrys*alis.

Lithos, (λιθος,) a stone.

Chryso*lite*, *litho*graphy.

Pe'tra, (πετρα,) a rock. The primary sense is set, or firm.

Peter, *petr*ify, petron.

FORTIETH STUDY.

THE EARTH.

The word, *earth*, is from the Saxon *eard*, and means *crushed* or *broken*, as dust.

LATIN.

TER'RA, the earth. The primary sense is that which is gnawed—fine dust.

*Terra*ce, *terr*ene, *terr*estrial, coun*try*, in*ter*, disin*ter*, sub*terra*nean, medi*terra*nean, *ter*rier.

AQUA, water. The primary sense is to ooze or drip.

*Aqua*tic, *aque*ous, terr*aque*ous.

FLU'O, to flow. The primary sense is to flow or wash.

*Flu*ent, flux, *fluc*tuate, af*flu*ence, circum*flu*ent, con*flu*ence, in*flu*ence, inter*flu*ent, melli*flu*ent, re*flu*ent, super*flu*ence, semi*flu*id, *flu*id, ef*flu*via, in*flu*ential, super*flu*ous, super*flu*ity.

FUN'DO, to pour out. The primary sense is to pour out, as water.

Fuse, *fus*ion, *fus*ible, con*found*, con*fus*ion, ef*fus*ion, in*fuse*, pro*fus*ion, re*fund*, suf*fuse*, trans*fuse*.

INSULA, an island. The primary sense is *in water*.

Isle, *isl*and, *insula*te, *insular*, pen*insula*.

MA'RE, the sea. The primary sense is flows or yields.

*Mar*ine, *mar*itime, cor*mor*ant, *mer*maid, sub*mar*ine, trans*mar*ine, ultra*mar*ine, *mar*iner.

MONS, (mon'tis,) a mountain. The primary sense is a *heap* or elevation.

Mount, *mount*ain, a*mount*, dis*mount*, sur*mount*able, para*mount*, pro*mont*ory, sur*mount*, tanta*mount*.

MUNDUS, the world.

*Mund*ane, ante*mund*ane, supra*mund*ane.

MUTO, to change. The primary sense is to close up or press.

*Mut*able, com*mut*e, im*mut*able, trans*mut*able, per*mut*ation, trans*mute*.

PAN'DO, to lay open. The primary sense is to *spread* or stretch.

Ex*pand*, ex*pan*sion, ex*panse*, ex*pan*sive, pace, pass, com*pass*, encom*pass*, im*pass*able, sur*pass*, tres*pass*.

RI'VUS, a stream. The primary sense is to *flow* through.

River, *rivu*let, *riv*al, de*rive*, outr*iv*alled, unr*iv*alled.

UNDA, a wave. The primary sense is to swell up.

*Und*ulate, *und*ulating, a*bound*, ab*und*ance, in*unda*te, red*undan*t.

GREEK.

HU'DOR, (ὕδωρ,) water. The primary sense is to be wet.

*Hydr*a, *hydr*ant, *hydr*aulics, *hydr*ogen, *hydr*ophobia, *hydr*ostatics, *dr*opsy.

GE, (γῆ,) the earth. The primary sense is that which *brings forth*, as a mother.

*Ge*ography, *ge*ometry, *ge*ology, apo*gee*, peri*gee*.

NESOS, (νῆσος,) an island.
Poly*nesia*, Peloponn*esus*.

FORTY-FIRST STUDY.

THE HEAVENS.

THE word, *heaven*, is from the Saxon *heofen*, and means *to be high*, or arched.

LATIN.

SOL, (so'lis,) the sun.
*Sol*ar, in*sol*ate, para*sol*, *sol*stice.

LU'NA, the moon.
Lunar, sub*lunary*, *lunacy*, *lunatic*.

FLO, (fla'tum,) to blow. The primary sense is to *drive*, or thrust.
In*flate*, af*flatus*, *flatu*lence, flute.

MIS'CEO, (mix'tum,) to mingle. The primary sense is to stir or flow together, as in twilight.
Mix, *mix*ture, inter*mix*, ad*mixt*ure, com*mix*, un*mix*ed, pro*mis*cuous, *mis*cellany.

O'RIOR, to rise. The primary sense is to rise, or spring up to view.
Orient, *orient*al, abortive, exortive, primordial.

GREEK.

ASTRON, (ἄστρον,) a star. The primary sense is to twinkle.
*Astr*al, *aster*isk, *astron*omy, *astr*ology, dis*aster*.

HELIOS, (ἥλιος,) the sun. The primary sense is to be *hot*.
Ap*helion*, peri*helion*, *helio*trope.

PUR, (πῦρ,) fire. The primary sense is to *rage* or agitate.
Pyre, em*pyr*eal, *pyr*oligneous, *pyr*otechnics, *pyr*ometer.

AI'THER, (αἰθήρ,) the air. The primary sense is to *shine*, or glow.
Ether, *ether*eal.

AT'MOS, (ἀτμός,) vapor. The primary sense is breath or steam.
*Atmos*phere, *atmos*pheric.

AN'EMOS, (ἄνεμος,) the wind. The primary sense is a *moving*.
*Anemo*meter, *anemo*ne.

A'ER, (ἀήρ,) the air. The primary sense is lifted up, or *light*.
*Aer*ial, *aer*olite, *aer*onaut, *ar*tery, air.

KOSMOS, (κοσμος,) the world. The primary sense is *order* or *beauty*.
*Cosmo*gony, micro*cosm*, *cosmet*ic, *cosmo*polite.

CHAPTER VIII.

PLACE AND TIME.

PLACE and time, through objects, give rise to many words. The notion of place is suggested by objects—time by succession.

FORTY-SECOND STUDY.

PLACE.

THE word, *place*, is from the French, and means that which is *laid* or set.

LATIN.

LO'CUS, a place. The primary sense is *lay*, or set.

*Loc*al, *loc*ality, *loc*ate, dis*loc*ate, col*loc*ation, al*loc*ation, *loco*motive.

OR'DO, (or'dinis,) order. The primary sense is *row*, or series.

Order, *ordin*ary, in*ordin*ate, sub*ordin*ate, extra*ordin*ary.

ME'DIUS, middle. The primary sense is to *come to*, or happen.

Medium, *medi*ate, im*medi*ate, inter*medi*ate, *medi*ocrity.

PRO'PE, near. *Prox'imus*, nearest. The primary sense is to *pass to*, or towards.

*Proxim*ate, ap*proxim*ate, ap*proach*, re*proach*, unre*proach*ed.

SPATIUM, space. The primary sense is to *open out*, or widen.

Space, *spac*ious, ex*pati*ate, inter*space*.

SUPER, above or over.

*Super*ior, *super*lative, *super*b, in*super*able, *supr*eme, *supr*emacy, *super*cilious, *sover*eign.

VI'CIS, change or succession. The primary sense is to *turn*, or change place.

*Vic*ar, *vicis*situde, *vice*-admiral, *vice*-president, *vice*gerent, *vice*roy, *vis*count.

A'LIUS, foreign; another. The primary sense is to *change*.

Alien, *alien*ate, *alien*ation, un*alien*able.

POS'TERIOR, following.

Posterior, *poster*ity, *poster*n, pre*poster*ous.

GREEK.

TOPOS, (τοπός,) a place. The primary sense is position.
Topic, topical, topography, utopian.

TAXIS, (ταξις,) a range, or arrangement. The primary sense is to *arrange.*
Syn*tax, tactics.*

FORTY-THIRD STUDY.

TIME.

THE word, *time*, comes to us from the Saxon *tima*, and means to *happen*, or pass. The notion of time arises in the mind.

LATIN.

TEM'PUS, (tempo'ris,) time. The primary sense is to *fall*, or rush.
Time, *tempo*ral, *tempo*rary, con*tempo*rary, tense, ex*tempo*raneous, temper, *temp*est, ex*tempore*, *temp*le, *tempo*rize, *tempe*rance, in*tempe*rance, dis*temper*, *tempe*rament.

ANTI'QUUS, ancient. The primary sense is *what is before.*
*Antiqu*ary, *antiqu*ated, antique, *anci*ent, antic.

BRE'VIS, short. The primary sense is to *break.*
*Brevi*ty, *brevi*ary, ab*brevi*ate, brief, semi*breve*, breve.

DI'ES, a day. The primary sense is to *shoot*, as the rays of the dawn.
*Di*urnal, *di*ary, *di*al, meri*di*an, meri*di*onal, *di*smal.

Æ'VUM, an age. The primary sense is *full.*
Co*ev*al, prim*ev*al, long*ev*ity.

NO'VUS, new.
*Nov*el, *nov*clist, *nov*elty, in*nov*ate, re*nov*ate, *nov*ice, *nov*itiate.

NOX, (noc'tis,) night. The primary sense is to *bend down.*
*Noct*urnal, equi*nox*, equi*noct*ial.

SE'NEX, aged. The primary sense is to *extend.*
*Sen*ior, *sen*ator, *seign*or, *sen*ile, *sen*ility.

UL'TIMUS, last. The primary sense is *to draw out*, and be late or last.
*Ultim*ate, *ultim*ately, *ultim*atum, *ulter*ior, pen*ult*, antepen*ult.*

GREEK.

CHRO'NOS, (χρονος,) time. The primary sense is to *end* or complete.
*Chron*icle, *chron*ic, *chron*ology, *chron*ometer, syn*chron*ism.

ARCHE, (αρχη,) the beginning. The primary sense is to *separate*, to be first.

An*arch*y, *arch*angel, *arche*ology, *arche*type, *archi*tect, *archi*ves, patri*arch*.

PRO'TOS, (πρωτος,) the first. The primary sense is *before*, in place or time.

*Proto*col, *proto*type, *proto*xide.

CHAPTER IX.

FORM AND QUANTITY.

FORM and quantity are closely connected with the origin and growth of words—words relating to the world.

FORTY-FOURTH STUDY.

FORM.

THE word, *form*, is from the Latin, and comes from a root meaning to *set*, or bind.

LATIN.

FORMA, form.

Form, de*form*, con*form*, in*form*, mis*form*, multi*form*, per*form*, re*form*, trans*form*, tri*form*, uni*form*, unre*form*ed, con*form*ity, noncon*form*ity.

CIRCUS, a circle. The primary sense is to sweep round, or turn about.

Circ, *circ*le, en*circ*le, *circ*let, *circ*uit, circus, semi*circ*le, *circ*ulate.

OR'BIS, a circular body. The primary sense is *round*.

Orb, *orb*it, *orb*icular, ex*orb*itant, dis*orb*ed.

MO'DUS, a manner. The primary sense is *measure*, and then form.

Mode, *mod*erate, *mod*est, *mod*ish, mood, *mod*ulate, accom*mod*ate, com*mod*ious, im*mod*erate, im*mod*est, *mod*ify, re*mod*el, *mod*el, *mod*icum, *mod*erator.

GREEK.

KUK'LOS, (κυκλος,) a circle. The primary sense is to *move round*.

Cycle, en*cycl*ical, epi*cycle*, *cyclo*pædia, en*cyclo*pædia.

GO'NIA, (γονία,) an angle.

Dia*gon*al, hexa*gon*, hepta*gon*, poly*gon*, tri*gon*, tri*gon*ometry.

TU'POS, (τυπος,) a shape or mould. The primary sense is *stroke*, or mark made by a blow.

Type, *typ*ical, *typ*ography, anti*type*, arche*type*, stereo*type*.

EI'DOS, (εἶδος,) image or appearance. The primary sense of the root is to *stretch*—to see.

Idol, cycl*oid*, spher*oid*.

KEN'TRON, (κέντρον,) a central point. The primary sense of the root is to *sting* or *prick*—hence point.

Centre, con*centr*ate, ec*centr*ic, *centr*ifugal, *centr*ipetal.

MOR'PHE, (μορφή,) a form.

A*morph*ous, meta*morph*ous, anthro*morph*ite.

FORTY-FIFTH STUDY.

QUANTITY.

THE word, *quantity*, comes from the Latin through the French, and means *how much.*

LATIN.

QUANTUS, how great, or as much.

*Quant*ity.

NU'MERUS, number. The primary sense is to *name* or tell.

Number, *numer*ous, e*numer*ate, *numer*ation *numer*ical, in*numer*able, un-*number*ed.

MINOR, less. The primary sense is to divide or lessen.

Minor, *minor*ity, *min'*ute, *min*úte, *min*ion, *min*us, di*min*ution, di*min*ish.

MAGNUS, great. The primary sense is *strength* or power—to stretch.

*Magn*itude, *magn*ify, *magn*animous, *magn*ificence, main, major, mayor, *major*ity, *majes*ty, *majes*tic.

GRAN'DUS, large. The primary sense is to advance.

Grand, *grand*eur, ag*grand*ize, *grand*er, *grand*iloquence.

BIS, twice.

*Bi*ped, *bi*nary, *bi*sect, com*bine*, *ba*lance, *bi*ennial.

TRES, (tria,) three.

*Tri*ad, *tre*ble, *tri*angle, *tri*ne, *trio*, *tre*foil, *tri*dent, *tri*nity, *tri*ple, *tri*pod, *tri*une, *tri*umvir, *tri*vial, *tri*syllable.

QUATUOR, four. *Quadra*, a square body.

*Quadr*ant, quart, *quadr*angle, *quadr*uped, s*quare*, *quar*antine, *quart*er, s*quadr*on.

CENTUM, a hundred.

Cent, *centur*y, *centur*ion, *centi*pede.

INTEGER, whole, entire. The primary sense is *untouched.*

*Integr*al, entire, integer, *integr*ity.

LATUS, broad. The primary sense is to *extend* or widen.

*Later*al, *lati*tude, col*later*al, di*late.*

LONGUS, long. The primary sense is to *draw out.*

Long, *longi*tude, *long*evity, pro*long,* ob*long, elong*ate.

MULTUS, many, much. The primary sense is a *heap* or mass.

*Multi*tude, *multi*farious, *multi*ply, *multi*plication, *multi*plied.

OMNIS, all.

*Omni*potent, *omni*present, *omni*scient.

PARS, (par'tis,) a part. The primary sense of the root is to *break.*

Part, *parc*el, parse, *parti*al, *partic*le, *parti*tion, de*part,* im*part, partici*pate, im*parti*al.

PLUS, (plu'ris,) more.

Plus, *plur*al, over*plus,* sur*plus, plur*ality.

PRIMUS, first.

Prime, *prim*er, *prim*eval, *prim*rose, *prim*ate, *princ*iple, *princ*ipal, *pri*or, *pri*ority.

TOTUS, whole, all.

*Tot*al, *tot*ally, *tot*ality.

UNUS, one.

*Uni*ty, *union*, *unite*, dis*unite*, re*unite*, *unit*, *unison*, *unique*, *univ*erse, tri*nity.*

GREEK.

ARITHMOS, (ἀριθμος,) number.

*Arithmet*ic, *arithmet*ician, log*arithm.*

DEKA, (δέκα,) ten.

*Deca*logue, *deca*gon.

HEPTA, (ἑπτα,) seven.

*Hept*archy, *hepta*gon.

MONOS, (μόνος,) sole, only.

*Mon*ad, *mon*k, *mon*astery, *mon*arch, *mono*tony, *mono*polize, *mono*syllable.

PAN, (παν, παντος,) all, every.

*Pan*theist, *pan*theon, *pano*ply, *pane*gyric, *pano*rama, *panto*mime.

POLUS, (πολὺς,) much or many.

*Poly*anthus, *poly*pus, *poly*theism, *poly*gon, *poly*syllable.

FORTY-SIXTH STUDY.

WEIGHTS AND MEASURES.

WEIGHTS and measures arose from the action of bodily organs or things in the world.

LATIN.

GRA'VIS, heavy. The primary sense is *pressing*, or weighing down.
Grave, *gravity*, *gravitation*, ag*grav*ate, grief, grieve.

LE'VIS, light. The primary sense of the root is to *lift up*, or raise high.
Levity, al*levi*ate, *lever*, *levy*, re*lieve*, *leaven*.

METEOR, (mensus,) to measure. The primary sense is to *lay*, or extend.
Mete, *measure*, di*mension*, im*mense*, com*mensurate*, im*mensity*.

PONDUS, (ponderis,) a weight. The primary sense of the root is to *weigh* or balance.
Pound, *ponderous*, ponder, pre*ponder*ate, im*ponder*able.

GREEK.

BAROS, (βάρος,) weight. The primary sense is *pressing*.
*Baro*meter, *baryt*one.

MET'RON, (μέτρον,) a measure. The primary sense is to extend, or limit.
Meter, *metr*ical, dia*meter*, sym*metry*, thermo*meter*.

CHAPTER X

GOD.

AFTER God was known by man, the bodily organs, nature and the soul, united to form words to express His nature.

FORTY-SEVENTH STUDY.

GOD.

DE'US, God. *Di'vus*, a god. The primary sense is to *place*, or open as the dawn.
Deity, *deist*, *divine*, *divinity*.

CRE'O, (crea'tum,) to create. The primary sense is to drive out, or bring forth.

Create, *creation*, *creature*, *creator*, pro*creation*, re*creation*.

GREEK.

THE'OS, (Θεὸς,) God. The primary sense is to *move*, or *place*, or open as the dawn.

*The*ist, a*the*ist, *the*ism, a*the*ism, mono*the*ism, poly*the*ism, *theo*logy, *theo*cracy.

FORTY-EIGHTH STUDY.

LAST THINGS.

LAST things are suggested by first things—the end waits upon the beginning.

LATIN.

FI'NIS, an end or limit. The primary sense is a *limit*, or bounds.

Finis, *finite*, in*finite*, in*finitude*, de*fine*, de*finite*, *final*, de*finition*, con*fine*, af*finity*, in*definite*, fine.

TER'MINUS, a bound or limit. The primary sense is to *turn*, as at a limit.

Term, *termin*ate, de*termine*, de*termin*ate, ex*termin*ate, inde*termin*ate, in*termin*able, forede*termine*, prede*termine*.

MORS, (mor'tis,) death. The primary sense is to *fail* or fall.

*Mort*al, *mort*ality, im*mort*al, *mort*ify, im*mort*alize.

GREEK.

TAPHOS, (τάφος,) a tomb. The primary sense is *awe* or amazement.

Epi*taph*, ceno*taph*.

FORTY-NINTH STUDY.

THE END OF THE THIRD PART.

THE Third Part of the HAND-BOOK OF ENGLISH ORTHOGRAPHY has furnished us with an agreeable view of words—their philosophic etymology. It has led us up to the native sources of words in the actions of the bodily organs.

A few of the results may be recalled, and placed again before the mind.

1. The organ of speech is the direct and visible source of language. Spoken words are its products.

2. This organ is acted upon by all the other bodily organs and the world. They aid it in the formation of words.

3. The several organs of the body, especially the *senses*, *hands*, *feet* and the *organ of respiration*, aid the organ of speech so much as to become sources of large groups of words.

4. The bodily organs are all modified by the world, which becomes in turn the source of many words. This is especially true of *groves*, *water* and the *heavens :* plants and animals are fruitful in aiding human speech.

5. Muscular action is the source of nearly all words that denote action. It gives rise to the words that express the actions of *going*, *having* and *giving ;* and to these, nearly all the others may be referred.

6. The soul is the true source of words, and through muscular action, as it appears in the various bodily organs, makes itself known. In doing so, it acts upon the whole body as its instrument. It speaks in every organ.

7. Words, as thus viewed, have their origin in the bodily organs as acted upon by the world and used by the soul. Their study becomes simple and interesting.

8. The etymology of words, as thus presented, loses all mystery. It becomes a part of our nature. The pupil is conducted to the various issues of words in his language, as they had their birth in the bodily organs of those who first used them, and in the ACTION and REPOSE of his own BODILY ORGANS, feels and knows their primary meanings.

CHAPTER XI.

THE RETROSPECT.

A RETROSPECT is always useful. It connects the present and past, and assists us to carry our experience into the future. Retrospect makes knowledge portable.

FIFTIETH STUDY.

A RETROSPECT OF THE THIRD HAND-BOOK.

THE end of the Hand-Book of English Orthography is reached, and may now, by a simple retrospect, be connected with the beginning.

The Hand-Book of English Orthography proposed, at the outset, to make us acquainted with the engrafted words of our language—words of *Gothic*, *Celtic*, *French*, *Latin* and *Greek* origin. In doing this, it regarded the two Hand-Books on the Anglo-Saxon part of our language as the basis and the Anglo-Saxon element as the *stock* on which the other elements have been engrafted.

The FIRST PART of the Hand-Book furnished a *historic view* of all these elements, and laid open the composite character of the English language. It also supplied the *terminations*, *suffixes* and *prefixes* of like origin—the materials by which the growth of words is carried on to meet the wants of the mind.

The SECOND PART made us acquainted with these words in their HISTORIC ETYMOLOGY. It traced derivative words to their roots, and these roots to the languages from which we have directly received them. It led us to form words for ourselves by building on suffixes and prefixes to the root-word, and in this way repeat the steps by which the

Goths, French, Latins and Greeks formed their words and shaped them for speech.

The THIRD PART introduces us to these words in their PHILOSOPHIC ETYMOLOGY. It traced the chief words of the engrafted parts of our language to the Latin and Greek, and taking up the Latin and Greek radical words that have found their way into the English language, referred them to their natural origin in the organs of the body, as acted upon by the world, and called into action or repose by the soul.

A simple history and philosophy runs through the whole, and opens up to us in successive views, some SEVEN THOUSAND choice words, which have been engrafted upon the Anglo-Saxon stock. An easy and progressive analysis and synthesis lead us to their national origin, and thence to their native sources in nature. Arrived at their natural origin, we have, *within the compass of our own bodies*, the means of feeling and knowing their primary meanings. We are close by the fountain-heads of human speech.

FIFTY-FIRST STUDY.

A RETROSPECT OF THE THREE HAND-BOOKS.

THE three HAND-BOOKS OF ENGLISH ORTHOGRAPHY have conducted us over a wide and rich field. Before we dismiss them, it is desirable to cast a look across it and mark its outlines.

The HAND-BOOKS have made us acquainted with English orthography in all that pertains to the English word—its structure, meaning and use.

In doing this, the HAND-BOOKS give a *historic view* of the language. It is analyzed and resolved into its elements.

The ANGLO-SAXON is the stock, and the *Gothic*, *Celtic*, *French*, *Latin* and *Greek* elements, *engraftures* upon it, partaking of its form and vitality. The English language, like our own nation, is mixed. It is a composite language.

The FIRST HAND-BOOK furnishes the Anglo-Saxon root-words. These are the words of the childhood of the Saxon race, and well become our childhood. These words are *grouped* under the things which they represent in speech, *defined* and *used* in imitative questions. In their study, the mind makes its first excursions over the objects lying between home and heaven.

The SECOND HAND-BOOK gives us the Anglo-Saxon derivatives. The radical words change their form and meaning to meet the wants of the mind. In studying these words, the child is first introduced by *history* to the Anglo-Saxon part of our language. *Analysis* makes him acquainted with the materials of the growth of words. The application of these materials puts him in possession of some FOUR THOUSAND derivative words. In this way, he builds up words for himself, and repeats the steps of our Saxon forefathers. He makes his second excursion over the objects that lie between home and heaven.

The THIRD HAND-BOOK makes us acquainted with the engrafted elements of the English language—the words of *Gothic*, *Celtic*, *French*, *Latin* and *Greek* origin. To these words, *history* gives him a full introduction. *Analysis* lays bare their structure. *Synthesis* builds them up again. *Historic etymology* traces them to the nations from which we have directly received them. *Philosophic etymology* follows them up to their natural origin in the bodily organs. In studying them, he follows the full growth of the English mind, and as he makes his third excursion over the objects lying between home and heaven, feels the poverty of the

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Anglo-Saxon element, and borrows from all quarters to enrich it.

Such is the course of studies laid down in the THREE HAND-BOOKS. It is the historic growth of our language, repeated in the growth of each mind. The words of the English language are presented in *families*, *grouped* under the things which they represent, *ranged* under their national standards and *traced* to their native sources as they arose out of the *action* and *repose* of the *bodily organs*, the *world* and the *soul*.

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